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ABSTRACT

This volume consists of information and guidelines for use in developing and administering community education programs in Texas. Addressed in the individual sections of the manual are the following topics: the philosophy of community education, initiating community education programs, resolutions pertaining to community education, funding and budgeting, councils, staffing, needs assessment ideas, a public information system, interagency relations, community school programs for students of all ages, regular school programs for students in grades K-12, program evaluation, facility usage, recordkeeping, and resources. Geared to administrators, the manual contains a wealth of specific guidelines, timetables, news releases, transparency masters, forms, and surveys. In addition, the section on resources includes an annotated bibliography of works for and about community education programs. (MN)

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a community education resource manual

1983

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TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

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INTRODUCTION

Texas public schools are returning to the concept of the little red school house, which served as the community center for all events. Through community education, school campuses are becoming the hub for local activities. That is one of the goals for community education--to encourage the widest use of school buildings for activities which promote learning among youth and adults.

This learning takes many forms. It may involve learning a new hobby, developing new vocational skills, or learning how to read. Citizens may explore community problems and seek solutions to those problems through community activities.

Schools belong to the people, and these publicly supported facilities should be used for a variety of educational, recreational, and service activities. Community education makes that happen.

The State Board of Education Position Statement on the Community School Concept, adopted April 8, 1972, states in part:

> "While, of design and by necessity, the local public education system and facilities have been designed to provide education for children and youth...however, the neighborhood facilities are owned by the community and may be used for the whole range of community activities."

The State Board of Education also challenges:

> "Administrators and staff to work in full concert with other institutions and neighborhood residents to provide or support a range of educational, social, recreational services, and activities appropriate to the needs of the community and resources of our society."

The 64th Texas Legislature, in passing Senate Bill 366, May 1975, concurred with the need for testing this position by authorizing state appropriations for developing community education projects. In response, an average of 57 projects were operational from fiscal year 1976 to 1979. Also during this period, approximately 100,000 people were involved in a variety of community education activities each year.

A study, "Community Education in Texas: A Status Report," conducted by the Center for Community Education at Texas A&M University, reinforced the merit of the community school concept. Positive results of the study justified continuing the support of new sites each year and legislation for the state sharing in the cost of continuing a successful effort.

Community education received new impetus through Senate Bill 350, enacted in June 1979, by the 66th Legislature. The legislation allowed districts with a program of community involvement and school services and activities during the previous year to qualify for state reimbursement of a bonus supervisory unit. To date, this legislation provided $1,505 in Foundation School Program funds for community education services each year in addition to approximately $500,000 for new projects.

PHILOSOPHY

Statement of Philosophy
from the
Center for Community Education
Texas A&M University

"The democratic problem in education is not primarily a problem of training children; it is the problem of 'making a community' within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so."

Joseph Hart (1924)

Definition

Community education is a concept which embodies a multi-faceted community approach to education. It expands the role of public education and stresses both individual and community improvement.

The concept of community education involves a process which expands the notion of who can teach and who can learn, and offers a process which seeks to utilize a community's entire range of human and material resources. It is a process that is directed toward creating learning opportunities on a continuous basis for all age groups as the community becomes a living/learning laboratory.

Central to this process is the identification by the community of its wants, needs, and problems and their involvement at the "grass roots" level in developing strategies and subsequently, solutions that address those wants, needs, and problems. Community involvement in decision making is the most sensible means whereby the quality of life in a community can be improved and thus the purpose of education can be fulfilled.

Community Education: A Vehicle for Improving Education

Authors: Clifford Whetten, Assistant Director, Center for Community Education, Texas A&M University, and Bill Pounds, Community Education Specialist, Texas Education Agency

Educational leaders are turning to community education as the vehicle for improving the educational climate for all ages within their communities. In community after community, from Dumas to Port Isabel and from Texarkana to El Paso, community education for the past 10 years has been bringing school and community members together to discover that problems can be solved by working together and using local resources.

According to a 1980 national study by Hubbel Associates, communities which operate with the community education concept of public involvement in addressing needs for all age groups have a higher level of confidence in public education. Confidence that communities and schools can work together is beginning to return to public education at a time when such confidence in local problem-solving initiatives is needed most. Many districts are now recognizing the advantage of "moving" the school into the community and the community into the school.

What gives community education its individuality is an ability to mobilize the untapped physical and human resources of a community. People of all ages and backgrounds work together on the educational, cultural, vocational, recreational, and human service concerns of area residents. When community members have meaningful involvement in decisions that affect them, their support for educational experiences is enhanced. One of the greatest potentials of community education is to improve two-way communication and to build trust and understanding with the community.

A critical need exists in many areas for public facilities and for a closer working relationship between the school and its neighborhood. At the same time, public school buildings and grounds are not being fully utilized. Communities often overlook this most obvious of resources and create other centers of activity and services.

Many community planners are seeking allies in other government agencies, business and industry, and volunteer organizations to solve local problems and to improve community life through a team effort. Many school districts are becoming the leaders for such efforts. Agencies and organizations formerly unaware of other resources and programs are being brought together to plan and to help each other.

The outlook for community education is most encouraging. Beginning in 1971 with the establishment of the Center for Community Education at Texas A&M University, the concept has gained increasing acceptance throughout the state. Currently, there are over 100 school districts with community education projects in Texas.

Realizing the importance of community involvement, in April 1972 the State Board of Education approved a position statement on community education and later designated it as one of its developmental priorities. During that same year, funding for community education projects was initiated. The Texas Association of School Boards indicated its support for the community education concept in Resolution Number One, dated October 4, 1974. Shortly thereafter, the Texas Community Education Association was organized.

Since 1975, continuous funding from the Texas Education Agency, Division of Adult and Community Education has been available for school districts interested in piloting the community education concept. Community education received major recognition and support with the passage by the 64th Legislature of Senate Bill 350. This bill autnorized Foundation School Program money for community education personnel at the school district level in the amount of $1.5 million annually.

There are many examples of cooperation through community education in Texas. The Austin project involves approximately 200 agencies and is especially proud of the joint funding by the school and city. In Midlothian, the public and high school libraries were inadequate. It was decided that by combining the two facilities a variety of services could be offered without duplication. Businesses, industries, organizations, and individuals along with a foundation raised the funds to build a new library on the high school campus. A senior citizens room with a kitchen was made available for meetings and recreational activities. An area was also provided for preschoolers.

The following are additional examples of services provided through community education projects in Texas.

Safety City for Elementary Youth - College Station
Helping Hand Program - Keller
School/City Park - Weatherford
Volunteer Service for the Community - Burleson
Help Wanted: Summer Jobs for Youth - Allen
School Beautification Project - Alice
First Responders Emergency Service - Fredericksburg

K-12/Community School

Parental Involvement to Strengthen Reading Skills of Youth - Sherman
Gifted Leaders Are Developed - Crandall
Volunteers in Schools - Bay City
Summer School to Enrich - Calhoun County
Truancy: Buddy Program - Austin
Alternative Schools - Lockhart
Summer Library for Youth - Crowley
After School Tutoring - Colorado
Physical Education for Credit - Texarkana

Services for All Ages at Community Schools

Family Life Education - Burkburnett
College Credit - Eden
Vocational Training for Adults - Daingerfield-Lone Star
Recreation for Fun - Grapevine-Colleyville
Academics for Youth and Adults - Killeen
Parenting - Mission Consolidated
Teenage Problems - Midlothian
Older Adult Services - Sheldon
Winter Texans (Cultural Exchange) - Pharr-San Juan-Alamo

Increased communication with parents is just one of many benefits provided by a successful community education philosophy at work. Prior to one woman's involvement in the community school, she had a poor attitude about the school system since her contact with the schools was limited to telephone calls concerning discipline problems with her children. As a direct result of her participation in community education, this woman now has a positive attitude about education and participates regularly in the community school programs.

Taxpayers no longer view the schools as a burden but as facilities that are available year-round to every local citizen. Community education has a positive impact on passing school bonds. Problems in terms of student behavior, often rooted in the inability of the school and family to work together, may be eased. The dropout rate and vandalism may also be reduced as a result of successful community school programs.

From the standpoint of the educator, an advantageous situation results. School staff and community members begin to know and learn from each other. An awareness of the diversity that exists within the community is heightened and parents' appreciation of the capacity and limitations of the school is increased.

But not all activity is centered at the school. Community education breaks out of the confines of the schoolhouse boundaries and works in the community for all its members. Since communities differ, the variety of services and leadership should be responsive to joint planning by school and community.

The school district that assumes leadership responsibility for total community education and service is no longer an appendage of the community--it is the community.

The Texas Education Agency, Center for Community Education at Texas A&M University, and the Texas Community Education Association through community education are working throughout Texas to help plan and keep alive the tradition of partnership involving home, school, and community.

For further information concerning developmental and foundation funding, please contact:

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POSITION STATEMENT ON

THE COMMUNITY SCHOOL CONCEPT

ADOPTED BY THE STATE BOARD OF EDUCATION APRIL 8, 1972

Since the earliest days of public education in Texas, the community school system has been looked upon and used by the people of the community, both urban and rural, as a focal point around which a wide range of activities revolve and through which community services may be provided. While, of design and by necessity the system and facilities have been designed to provide education for children and youth, the facilities are owned by the communities, are conveniently located in the neighborhood, and have enjoyed utility in social, recreational, governmental, citizenship, welfare, disaster, and other activities. Both state and local statute and policy have allowed that, while public funds for formal public education must be spent for that purpose, the community and neighborhood school facilities are owned by the community and may be used for the whole range of community activities, so long as these activities and services do not detract from or hinder the basic program for which the education system exists.

Regrettably, in a greater degree each year, communities overlook this most obvious of resources and create other centers of activity and facilities for organizing around interests and providing services. While facility usage varies considerably between communities, it is generally accepted that public school buildings and grounds are not being utilized fully. At the same time, there is a critical need in many communities for more public facilities and for a closer relationship between the school and the neighborhood.

There are many indicators that such is the case. Almost without exception, general purpose government and the more specialized health and welfare agencies indicate a need for an improved ability to take their services to the neighborhoods and rural communities. Many cities are presently giving high priority to multi-purpose neighborhood centers that relate to neighborhoods in a coordinated delivery system. However, available revenues and reluctance to duplicate facilities indicate that potential new land acquisition and facility construction could at best serve only a small portion of the need.

Professional educators, without exception, agree that the school, in order to best serve the child, must be able to relate to some degree to the total family and the community attitudes and perceptions. Most agree that they are presently ill-equipped to do this properly. Parents and neighborhood residents seem increasingly to detach themselves from responsibility for the school system, but with no corresponding reduction in demands for service, in criticism, or in opposition to voting new taxes or approving new bond issues.

Civil unrest and vandalism frequently vent themselves on the neighborhood school. While this may be, to some degree, the expression of frustration with government in general, sociologists generally agree that both youth and adults often feel isolated from the school and unsatisfied with its ability to relate to many of their special needs. Rural to urban migration and the high mobility of our population decrease identity with the community, the neighborhood, and its institutions.

The abnormally high percentage of adult illiteracy, high unemployment in many inner cities and rural areas, the increasing demand for a more skilled work force by public and private industry, needs for adult education in the area of citizenship, drug problems, consumer affairs, safe driving, and other short-term educational programs have placed increased demands on public education that can, in most instances, be best provided at the neighborhood level, after hours, and on weekends. Increasingly, communities will be faced with the problem of the aging. The community school concept with its emphasis upon all citizens, young and old, may offer promise of meeting the special educational needs of the aging.

In recent years, emphasis and direction have been added to this concept of community education by the work of the Mott Foundation in Flint, Michigan, initially in the public schools of Flint, and subsequently in other communities both in that area and other parts of the nation. Through funds provided by the Mott Foundation, Texas A&M University has established its Center for Community Education and is assisting a number of Texas communities in exploring a broadened and more effective approach to meeting community needs for education and community service.

In order that this most basic concept of the community school service can achieve its fullest potential, and in the interests of committing the public education system of Texas to a full partnership with other units of state and local governments and the citizens we serve, we the State Board of Education reaffirm the traditional role of the public school as a community center for people of all ages. We challenge the administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, and recreational services and activities appropriate to the needs of the community and the resources of our society.

The Commissioner of Education is directed to provide leadership, encouragement, and such assistance as is possible in support of this recommitment and thrust.

INITIATING COMMUNITY EDUCATION

Initiating Community Education

The purpose and ultimate goal of Community Education is the development of community esprit' de corps'. But to make this happen an initiator is needed, a driving force, some person or group to inform people about the concept and to take leadership until responsibility is assumed by a community council. In many instances there has been great interest in Community Education and a strong desire to provide the leadership.

Leadership is a key factor. Thus the question remains: what person or group can initiate and provide leadership for the project? The following criteria are suggested for assessing the leadership qualities of an individual or of a group:

1. Be influential in the community,
2. Have the respect of the community,
3. Be relevant and important to all persons at some time in their lives,
4. Be nonpolitical,
5. Be one of the largest employers in the community,
6. Be located -- facility wise -- close to population centers.

Each criterion should be applied to individuals, groups, organizations, agencies, and institutions which are under consideration for the leadership role.

In the early days of the community education movement there was a strong emphasis on "the model" -- often the Flint, Michigan, model. Persons who observed in Flint would often return to their community and try to transplant the model they had just visited. This, in most cases, proved unsuccessful. Often these failures discouraged others from attempting Community Education.

Some saw only programs. They successfully transplanted programs but soon saw that the program was superficial and, in turn, was not long lasting.

As a result of the failure of the transplant method, ther came about the idea that everyone should do his own thing in his own way. Confusion abounded. Many projects, calling themselves Community Education, arose. In many ways we are still in this era of confusion.

The concept of Community Education is, paradoxically, both rather simple and yet extremely complex. There is no one model that works in all communities; in this fact Community Education has its strength. There is no one model, but in the last several years indicators have developed which lead to a successful community education project. These indicators, or steps, outlined in this section, have been field tested in dozens of communities with somewhat the same results. Those who have followed the steps have developed a community in-depth involvement project. Those who have avoided the steps, or who have taken shortcuts, have not achieved total community acceptance or support.

Taken from: "The Community Education Handbook"

12. Minimum Elements of Community Education Projects.

Minimum elements are general characteristics of an effective community education project operated by a local education agency. They represent overall statements of obligations resting upon a district to maintain eligibility status or to use as a guide for community education development.

a. Districtwide or Campus Minimum Elements: The following minimum elements of a project serve the Commissioner and applicants in distinguishing a community education project from adult and continuing education and regular instructional programs.

1. School Involvement. The school district must provide leadership and evidence for the direct and substantial commitment, involvement, and understanding in the areas of philosophy, administration, and operation of community education. At the same time, the district should enlist the support and involvement of other governmental entities.

   A resolution of support must be passed by the board of trustees supporting the community education concept. Significant in-service opportunities must be planned and conducted regularly to inform the regular school administration, faculty, and the staff of the goals and objectives of the project and to seek their involvement. Services and programs for school age children and youth must be provided to enhance the integration of, and mutual reinforcement between, the regular instructional program and the community school.

2. Community Involvement. The school district must provide for the continuous involvement of representatives from agencies, local government, youth, service organizations, school personnel, and residents through advisory councils.

   Advisory councils must meet on a regular basis for planning and conducting assessments, identifying resources, problem solving, evaluating the project, establishing cooperative relationships with other groups and agencies, and promoting the community education concept.

3. Community Needs. Systematic and effective procedures must be designed for identifying and documenting on a continuing basis a variety of needs, concerns, and resources for all age groups of the community served and for responding to those needs and concerns.

   A random sample door-to-door survey must be conducted at the beginning of the development of the project and every three to five years to determine needs (not just educational) of all age groups while using adult volunteers as interviewers. Also, the needs of youth who attend the school(s) or live in the attendance area to be served must be surveyed. The results from these assessments should be used to plan the future direction of the project.

4. Community Resources and Interagency Cooperative Arrangements. The project must provide for the identification and utilization of educational, cultural, recreational, and other resources (such as services of volunteers) to enhance the quality of the project and to better serve the community.

   A communitywide agency and public awareness and involvement program must be planned to inform and seek assistance and participation from local groups and individuals in the community. To avoid duplication of services, the project must also be designed to encourage and utilize cooperative agreements with other public and private agencies to make maximum use of existing talents and resources.

5. Scope of Activities and Services. A comprehensive range of activities and services to meet needs (including educational) of all age groups should be provided to create an opportunity for individual improvement and community development. The project must make maximum use of the school facilities in terms of scope and nature of services and activities, hours of operation, utilization of space, and involvement of target populations served.

6. Clients to be Served. The project must be designed to substantially serve all age groups in the community. This includes serving preschool children, children and youths in school, out-of-school youths, adults, and older adults, and special groups not being served by existing organizations or programs within the community.

7. Public Facility as a Community School. Comprehensive services to the community must be concentrated on a campus in a public elementary and secondary school facility classified as a community school.

   Satellite or mobile facilities related to the community school may be used for the provision of a portion of activities and services which may include the use of nonschool facilities. Facilities and equipment should also be made available to public agencies and private nonprofit organizations, individuals, and groups in the community.

8. Community Served. The identified area or community to be served must be within the school attendance area of the regular instructional program of the school or school system involved in the administration and operation of the project.

   If a community college is responsible for the project, the community to be served must be within the school attendance areas of the public school district in which the main campus of the college is located.

b. Involvement Requirements: (For Foundation Fund Applicants Only) In addition to meeting the minimum elements of community education development at the districtwide and/or at the campus level, a school district must have met the following community school enrollments the previous year to qualify for Foundation School Funds:

1. For qualifying a districtwide community education coordinator position, the applicant assures the Texas Education Agency the districtwide community school enrollments were an unduplicated number of enrollments equal to 20 percent of the regular school districtwide Average Daily Attendance (ADA) or 1,000 enrollments, whichever is greater.

2. For qualifying a campus community school director position(s), the applicant assures the Texas Education Agency the community school enrollments at each community school campus were an unduplicated number of enrollments equal to 50 percent of the regular school campus Average Daily Attendance (ADA) or 200 enrollments, whichever is greater. (See definition of campus under Terminology.)

Districtwide or Campus Developmental Steps for Implementing Community Education.

Community Education implementation is a step-by-step developmental process. Steps one through nine take 8 to 12 months to accomplish and are continuous.

The implementation of the community education concept must begin with a firm commitment to the concept by the chief administrative officer of the local education agency. At the same time, it is advisable to obtain an endorsement of the concept by the chief administrative officer of the local city government.

The local board of education must pass a formal resolution supporting the community education concept, and it is advisable to obtain a resolution from the local city government.

A full-time trained coordinator/director should be employed.

A districtwide and/or neighborhood campus community school council should be organized whose partial membership is representative of local government, citizens, service agencies, education, and institutions. This council should be utilized at the beginning to plan the implementation steps of the project, conduct the needs assessment, and publicly promote the concept of community education. Once this has been accomplished, the council should continue to identify wants, needs, problems, and resources for all age groups.

A communitywide agency awareness and involvement program should be planned to inform and seek assistance and participation from local groups. The project should also be designed to encourage and utilize cooperative agreements and other public and private agencies to make maximum use of existing talents and resources in order to avoid duplication of services.

A communitywide public awareness program should be planned to inform and seek assistance and participation from individuals, groups, organizations, and institutions. The films, "To Touch A Child" and "A Sense of Community," and the slide-tape presentation, "Community Education," are also available from a number of the regional education service centers. This awareness helps to determine just how much commitment there is to community education.

7. Significant inservice opportunities on the concept and goals of community education should be planned to inform and seek involvement of the new and regular K-12 and/or college administration, faculty and staff.

8. A door-to-door random sample survey should be conducted to determine a variety of community needs (not just educational) while using adult volunteers as interviewers. At the same time, the needs of youth in the area to be served must be surveyed. After the initial assessment has been completed, an ongoing needs assessment process using other techniques should be planned.

9. Educational and community goals and objectives determined by the survey and realistic timetables should be established by an advisory group to develop programs for the community.

10. Now that steps one through nine are completed, it is time to identify resources and initiate programs to meet the needs of all age groups in the community.

11. In order to determine the progress of the project, an evaluation plan should be a part of the project and should include process and product evaluation procedures.

Sample Timeline

Ju	Au	S	O	N	D	J	F	Mr	Ap	M	Jun
1	3	3	5	8	8	9	9	10	10	10	10
2	4	4	6		9	11	11			11	11
	6	5									
	7	6									

14. Community Education Terminology.

a. For purposes of this section, community education services are defined in accordance with the definition contained in Subdivision (3) of Subsection (a) of Section 11.18 of the Texas Education Code which states "community education means the concept which involves the people of the community in a project designed to fulfill their educational needs, while promoting more effective use of public education facilities and other public facilities for the purpose of providing recreational, cultural, and other related community services."

1. Academic (Credit) means activities or classes designed to attain a diploma or degree; e.g., GED, English as a Second Language, Adult Basic Education, High School Diploma program, college courses.

2. Academic (Non-Credit) means activities or classes to enhance scholastic skills of the participant; e.g., tutorial program, modern math for adults, science for fun.

3. Activity means an event that may be sponsored by or with another group through the community school and does not require lists or rosters to be kept on attendance.

4. Activity Leader means a person responsible for conducting a specific function that does not require lists or rosters to be kept on attendance.

5. Assessment Techniques means other processes to be used to identify needs of a special population after the initial door-to-door random sample assessment has been completed; e.g., telephone surveys, agency surveys, census tract analysis.

6. Campus means a public elementary or secondary site serving an attendance area where a full-time principal or equivalent supervisor is employed to administer regular school instruction for school age youth and is designated a community school campus. Elementary schools are preferred as community school sites with secondary schools used as satellite sites. The campus must be listed in the Texas School Directory.

7. Campus Community School Director means an administrator designated to develop the community school concept in a specific campus attendance area. The director helps to organize, coordinate, and develop exemplary community school programs and mobilize resources of the community to solve educational and community problems.

8. Community Development refers to those goals, plans, processes, or activities which have general community growth possibilities such as social, economic, educational, and environmental improvements and involves the community education office through interagency cooperation, councils, etc.

9. Classes mean ongoing events involving formal enrollment where lists or rosters are kept on attendance and may be sponsored by or with other groups through the community school. They usually meet a minimum of twice.

10. Community Services refer to the entire range of public and mental health, economic, housing, transportation, and other services.

11. Community School Campus means a public elementary or secondary site meeting the definition of campus and offering a community school program.

12. Community School Programs involve residents in a decision making process through the organization of councils, assessment of community needs, and the facilitation of the organization of vocational, academic, avocational, recreational, cultural, and social service programs for preschoolers through older adults.

13. Combined Age Groups refers to an activity or class involving an approximately equal number of people from different age groups; e.g., an activity involving an approximately equal number of adults and youths would be reported as a combined group; otherwise, report in the category where the age group is in the majority.

14. Cultural refers to events intended to promote customary beliefs, social forms, and material traits of a racial or social group.

15. Developmental Project means an LEA involved in a formal process of review and that has been awarded a grant (not to exceed two years) from the Division of Adult and Community Education for the purpose of developing the community education concept.

16. Districtwide Community Education Coordinator means an administrator integrated into the central administrative structure and accountable to the chief administrative officer of the LEA. The coordinator serves as the administrator of the overall project which includes the supervision of campus community school directors.

17. Districtwide Community Education Advisory Council refers to representatives of the total LEA area or community composed of service and business groups, agencies, school and city officials and personnel, students, citizens, and representatives from neighborhood community school councils. It cannot be a committee existing for another purpose (Title I, vocational education, etc.). This council should be utilized to actively plan and annually carry out the minimum elements of the project, plan and/or conduct a needs assessment, identify resources, publicly promote the concept of community education, and evaluate the project. The council should continue to identify community and educational wants, needs, problems, and resources for all ages.

18. Door-to-Door Random Sample Survey means a study conducted at the beginning of the development of the project to survey a specific locality and provide an extensive analysis of community needs while using adult volunteers as interviewers. The needs of youth must be surveyed in the area to be served. After the initial assessment has been completed, an ongoing assessment process using other techniques should be planned annually.

19. Enrichment means non-credit activities or classes other than vocational or academic designed to enhance leisure time or personal skills of participants; e.g., music, ceramics, dance, defensive driving, cardiopulmonary resuscitation.

20. Enrollment means an unduplicated number of people of all ages in organized and continuing classes and/or activities sponsored by or in cooperation with the community school. Class lists on regular attendance must be kept during the reporting period.

    Unduplicated means counting an individual once during each community school term (fall, winter, spring, summer, etc.) regardless of the number of times the individual is registered during any one term.

21. Evaluation means the process of determining the value or effectiveness of a project for the purpose of making decisions.

    a. Process evaluation means a method to determine whether the project was implemented as planned, to document reasons why objectives were or were not achieved. It also provides a basis for adjusting project operations in order to achieve objectives.

    b. Product evaluation means a method of identifying the outcomes or results of the project.

22. Expansion means any community education project that has begun the development of the minimum elements for implementing community education at a new campus after the initial development of community education in the school district.

23. Foundation School Projects are continuation projects funded as bonus supervisory units and are renewed annually. Applicants must have been in one or more years to qualify.

24. Full-Time Districtwide Community Education Coordinator or Campus Community School Director means an administrator who devotes 100 percent of his/her time to community education administration without teaching or other responsibilities except those relating directly to community education and approved by the Agency.

25. Half-Time Districtwide Community Education Coordinator or Campus Community School Director means an administrator with no more than half-time teaching or other duties per regular school day (8 a.m. to 5 p.m.) and assigned community education responsibilities at least 20 hours per week or 50 percent of the time, whichever is greater; e.g., four hours per regular school day from 8 a.m. to noon or 1 p.m. to 5 p.m.

26. Neighborhood Campus Community School Advisory Council means a group representative of a school attendance area or neighborhood made up of various socioeconomic levels, school students and personnel, business, labor, and others. The purpose of the council is to advise the principal and community school director on community needs (including educational), resources, programming, and citizen involvement.

27. Organizations

   a. Arts means a nonprofit organization whose purpose is to promote awareness and ability in the fine arts; e.g., art museums, fine art associations, dance and music organizations.

   b. Business and industry means those groups which are involved in manufacturing, distributing, or providing goods or services for a profit; e.g., retail stores, hobby shops.

   c. Civic means nongovernmental groups whose purpose is community improvement and services; e.g., Kiwanis, League of Women Voters, Red Cross, Scouts.

   d. College/University (two- or four-year) means an accredited institution of higher education.

   e. Educational agencies mean private or public organizations other than public elementary and secondary schools providing educational activities for any age group; e.g., private elementary, secondary, or trade schools, and education service centers.

   f. Ethnic/Cultural means a group whose primary purpose is to promote customary beliefs, social forms, and material traits of a racial or social group; e.g., NAACP, Little Theatre.

   g. Recreational agency means those public and private groups whose primary function is to provide leisure-time activities for all ages; e.g., parks and recreation departments, YWCA.

   h. Religious organizations means all groups adhering to a religion.

   i. School district departments means organized units within the district other than community education; e.g., school-community relations, evaluation, curriculum.

   j. Special service organizations means groups that serve populations with special needs; e.g., runaways, battered women, cancer victims, handicapped citizens.

28. Participation means a number of people involved in activities that do not require lists or rosters to be kept on attendance; e.g., seminars, recreational events, social activities.

29. Program means specific functions to meet a problem or need over a period of time (excluding classes and activities) to serve a certain group(s) of people; e.g., helping hand program for elementary youth, health programs for older adults.

30. Recreational means activities designed to enhance physical skills of participants; e.g., volleyball, slimnastics, tennis.

31. Resource Utilization means a mutual use of human and material resources by the community and school. Human resources can be knowledge, skills, and people's time; while material resources include money, equipment, supplies, buildings, space, etc.

32. Satellite Facilities may be nonschool, public, or school facilities used for the provision of a portion of activities or services coordinated by the community school office in addition to the services provided on the designated community school campus.

33. Social refers to events intended to promote interaction among individuals or groups.

34. Special Populations means a specific clientele for which a specific assessment, class, activity, or program was conducted to meet an unusual need or problem; e.g., handicapped, drug abuse victims, battered women.

35. Vocational (Credit) means activities or classes designed to earn credit toward a diploma, license, or degree to be used for employment; e.g., welding, plumbing, office skills, refrigeration, electrician.

36. Vocational (Non-Credit) means vocational related activities or classes designed to improve personal skills of the participant; e.g., typing, home electrical repair, auto mechanics for fun.

Texas Education Agency
Division of Adult and Community Education
201 East 11th Street
Austin, Texas 78701

COMMUNITY EDUCATION CENTER
SERVING TEXAS
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION - COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY - COLLEGE STATION, TEXAS 77843

THE ROLE OF THE COMMUNITY SCHOOL DIRECTOR

I. PLANNING OF PROGRAM

A. Planning elements of the program (developing, selecting and scheduling)
B. Organization of new activities (including experimental developments)
C. Meetings with advisory groups and interviewing key people in the economics, political, and educational structure of the community
D. Fact finding and community-needs surveys

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

A. Preparation of newspaper and radio publicity
B. Preparation and distribution of printed and mimeographed announcements
C. Arranging for promotional radio and television programs
D. Personal talks before local groups
E. Appearances on radio and television programs
F. Acting as discussion leader, moderator, etc., for other organizations
G. Preparation and display of exhibits
H. Planning public meetings or "open house" affairs
I. Interpretation of adult education program to public school staff

III. RECRUITMENT AND CERTIFICATION OF STAFF

A. Search for qualified leadership
B. Interviewing prospective instructors

IV. GENERAL ADMINISTRATION

A. Financial matters
    1. Preparing payrolls
    2. Approving expenditures
    3. Collection of fees
    4. Preparation of budget
    5. Preparation of claims for state and federal aid
B. Supplies and equipment
    1. Control of inventory
    2. Selection of instructional materials
    3. Material request approvals
    4. Arrange for printing, repairs, and delivery of materials
C. Office Management
    1. Supervision of clerical personnel
    2. Maintenance of records and files

D. Routine operations
   1. Correspondence
   2. Telephone communication
   3. Personal interviews
   4. Preparation of routine reports
   5. Arranging for registration

E. Special and miscellaneous activities
   1. Review of material prepared by staff members
   2. Leadership duties within local program

F. Participation in local school system staff meetings

V. TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

A. Group in-service training sessions
B. Individual conferences with instructors
C. Preparation and review of training bulletins and materials
D. Visitation of activities

VI. COORDINATION AND COOPERATION WITH OUTSIDE AGENCIES

A. Consultant services in connection with adult education projects of other community organizations
B. Developing cooperative projects with other agencies
C. Arranging special aspects of the public school adult program which require the cooperation of other organizations
D. Serving on organizational committees as a result of local position as director of adult education

VII. EVALUATION OF PROGRAM

A. Review and analysis of periodic reports
B. Conferring with participants
C. Survey and analysis of drop-outs
D. Periodic review of program in relation to emerging needs
E. Continuous studies of need (survey, etc.)

VIII. PROFESSIONAL GROWTH

A. Attendance at state and national conferences
B. Attendance and participation in workshops
C. Reading professional materials
D. Authorship

IDEAS FOR COMMUNITY EDUCATION AWARENESS SESSIONS
(For K-12 Administration, Teachers, Support Staff,
Parents, Students, and Community)

Creating Awareness and Understanding of the Community Education Concept

Group: Administrators (Superintendent, Principals, Business Managers, etc.)

1. What are the concerns and/or objections administrators have relative to community education?

   - time
   - money
   - property control
   - conflict
   - programs
   - overload of daytime secretary staff
   - custodians overworked
   - regular staff overworked

2. What are the benefits of community education to administrators?

   - vandalism reduced
   - extra pay for teacher
   - community involvement
   - taxpayers' support (nonparents)
   - some classes can produce productive employment - reducing the unemployment numbers - enhancing the daytime offerings in the area of electives - providing more civic organizations the opportunity to know and support their school
   - parent willingness to be involved in daytime program
   - community will understand administration needs

3. What strategies can be used with administrators to gain their acceptance and understanding of the community education concept?

   - keep informed as to federal and state support of community education
   - invite them to workshops relating to community education
   - have administrators who have experienced successes in community education share with your administration

Group: Parents and Students

1. What are the concerns of parents and students relative to community education?

   - taking away from family - kids out of home at night - lessened role of parents
   - interfere with regular school responsibility (homework, etc.)
   - increase taxes - finances terminology "change agent"
   - use of facilities - parents and students (full use)
   - using school to criticize social conditions of community atmosphere and use of facilities
   - don't want parents around

Reprinted from Developing Statements for Community Education, Arizona Department of Education.

2. What are the benefits of community education to parents and students?

- expanded use of public facilities (especially for small communities)
- student able to take more courses
- parents without funds can get courses for less money to improve themselves
- increased resources available to parents and community (business and industry)
- these resources ferreted out saving tax dollars
- students working with other age groups, other adults in classroom; greater social adjustment; communication/understanding more support for public education (through exposure)
- better understanding of children's education
- special programs

3. What strategies can be used with parents and students to gain their acceptance and understanding of the community education concept?

- "what's in it for me?"
- "what do I want?" (have you asked me?)
- need to develop sense of community in some places

Group: Teachers (including teacher aides, volunteers)

1. What are the concers and/or objections teachers have relative to community education?

- facility utilization diverting of funds

2. What are the benefits of community education to teachers?

- identification of resources (human, etc.)
- moonlighting (extra work for teachers)
- better understanding of schools through better communication and more direct contact (greater awareness)
- less vandalism
- more resources to use (joint-funding, etc.)
- career ladder for teachers

3. What strategies can be used with teachers to gain their acceptance and understanding of the community education concept?

- inservice (one-to-one as much as possible)
- involve teachers and aides in program itself
- involve teachers and aides in decision making (especially concerning facility and material usage)

Group: Support Staff (Clerical, custodians, food service, bus drivers, etc.)

1. What are the concerns and/or objections the support staff has relative to community education?

- extra work
- use of facilities by other personnel
- lack of communication
- desire for overtime
- vacating buildings early

- pooling of secretarial tasks
- information given out by secretaries
- opening and closing of buildings

2. What are the benefits of community education to the support staff?

- awareness of community needs
- exposure to different type of student
- monetary reward - payment for overtime

3. What strategies can be used with the support staff to gain their acceptance and understanding of the community education concept?

- involve staff
- make sure staff leaves buildings early enough to allow custodians to clean up
- make custodians directly involved - give directions, assign rooms, etc.
- show gesture of appreciation for their work
- inservice workshops for all support staff
- improve communication - memorandums
- certificates of appreciation - gift - free lunch

Group: Community (Business, Organizations, Agencies, Senior Citizens)

1. What are the concerns of community members relative to community education?

- not the role of public schools
- costs: increase, etc. (overhead)
- schools for K-12 only
- compete with other agencies
- ignorance
- cuts regular staff
- communication

2. What are the benefits of community education to the community?

- serves total population
- increased services and programs
- better use of facilities
- development of cooperative programs
- vocational programs can be offered beyond K-12
- better use of leisure time
- provide for cultural diversity
- increases cost effectiveness
- use volunteer service
- cross age, population involvement
- provides delivery system for other agencies

3. What strategies can be used with the community at large to gain its acceptance and understanding of the community education concept?

- public relation
- policy development
- individual communication with services

RECOMMENDED PROCEDURES FOR EXPANDING COMMUNITY SCHOOL PROGRAMS TO OTHER CAMPUSES

Getting Started

The impetus for the establishment or expansion of a Community School Program can come from many different sources. Action to initiate such a program in any given school may stem from the individual or collective efforts of at least the following:

1. An active PTA or parent's group wants to participate more directly in the life of the school and the education of their children.
2. An existing nonschool community organization concludes that the human and physical resources in their neighborhood can be better utilized.
3. An active school staff is searching for new approaches to solving school problems or is interested in building more positive school-community relationships.
4. A local agency -- community college, recreation department, community action program, or senior citizen organization-- views the school as a desirable delivery point for their particular programs or services.
5. One local resident may become knowledgeable and committed to the community school concept enough to begin drawing various factions together to muster support for local development.

Regardless of the original source of interest in the community school program, there are numerous actions that any given community might take to expand this interest and begin planning for the implementation of their Community School Program.

First, an effort should be made to establish communication between the initiating individual/group and all related school and community groups to secure their involvement in all subsequent actions. If no formal community organization presently exists in the neighborhood, the parents and school staff should enlist the help of all appropriate groups in making direct contact with the community. If a neighborhood association or some other formalized citizen's organization is taking the initiative for community school development, they should make direct contact with the school district in order to involve both the school staff and parents.

Second, some form of a functioning neighborhood advisory committee should be formulated at the earliest possible time. Initially, this might take the form of a temporary or Ad Hoc committee designed simply to provide leadership and direction for all subsequent activities. However, an effort should be made to gain the broadest possible neighborhood and school representation on this Committee. Ideally, such a Committee should include representation from both sexes and every age, income, ethnic and educational level present in the neighborhood. Although failure to achieve such total representation should not forestall all future activities, it should remain a primary goal of the committee.

Sources of Assistance to Advisory Committees

There is no need for any advisory committee to flounder or become confused in its efforts to establish a Community School Program, and the use of the resources available to them may be of great assistance in their planning efforts. At least the following such sources can provide needed assistance upon request:

1. Personnel for existing community schools, including principals, advisory council members, and community school workers, have a wealth of experience which can be tapped for orientation, planning, and developmental activities.

2. A districtwide Community Education Coordinator may be available to assist and facilitate the development of new community school programs. This individual should be able to work with any organizing group to assist them in meeting the basic criteria for funding support.

Planning for a Community School

The Neighborhood Advisory Committee can provide the needed direction for the development of their community school to assure its ultimate success through a variety of orientation and planning activities. More specifically, the committee might undertake some or all of the following tasks:

1. Interpret the community school idea to the neighborhood-at-large through meetings, mailings, personal contacts, displays, etc.

2. Interpret the community school idea to school staff, agency representatives, and existing community organizations to increase their understanding and secure their support.

3. Request assistance from those individuals or agencies who are available to assist in the various aspects of community school planning, development, and operation.

4. Outline a timetable for the development of their community school and solicit assistance in completing planned activities.

5. Explore what is expected or needed from related agencies including the school district, city, community college, volunteer bureau, and others.

6. Compile evidence of neighborhood support for the proposed community school program. This might include such things as times, dates, location and attendance at public information meetings, petitions, responses to community surveys, listings of personal contacts, etc.

7. Conduct a general inventory of the facilities and other physical resources available within the neighborhood. When compiled, this information can be catalogued and used to document the need for program leadership. It will also be a great assistance in getting a program underway once it is funded.

8. Become familiar with existing programs in the school or neighborhood and determine how the community school might serve to further enhance these efforts.

9. Outline the objectives for their proposed community school program.

10. Prepare and submit a formal request for official designation as a community school.

11. Assist in the recruitment, screening, and selection of community school staff at such time as the proposed program receives funding support.

Procedures for Requesting Designation as a Community School

(Narrative)

The following procedure has been developed to aid in decision-making regarding the creation of new community schools with AISD. This procedure is intended to provide some indication of the desire of any given school and the residents of its service area to initiate and maintain a Community School Program.

No school will be considered for designation and funding as a community school until a written request, containing the following types of evidence, has been submitted to the superintendent of schools. This written request will then be forwarded to a Site Selection Committee for review and recommendations. Since financial limitations may make it impossible to approve every such request, it will likely be necessary to consider these requests on a competitive basis.

Each written request should include the best possible documentation of the following:

1. Evidence regarding community involvement
    a. A representative Ad Hoc neighborhood advisory committee must exist.
        1. Are the names of the members of this committee included in the request?
        2. Are the members of the committee willing to retain their position for at least 6 months after the naming of a community school director?
    b. The committee must have been involved in the development of the written request.
        1. Does the request indicate the degree to which the neighborhood has been involved in its development?
        2. Does the request include some indication of the desires of the neighborhood as evidenced by either the inclusion of an areawide petition or the results of a neighborhood survey?
        3. Does the request indicate the degree to which the neighborhood has been made aware of the community school concept in at least the following ways?
            a. Neighborhood meetings
            b. Individual or small group discussion sessions
            c. Film showings
            d. Distribution of printed materials
            e. Other
2. Evidence regarding school staff involvement
    a. What evidence is available that the school staff is aware and supportive of the designation of their school as a community school?
        1. What type of orientation has been done?
        2. Does the request have the support of the principal?
        3. Does the request have the support of the faculty?
        4. Does the request have the support of the classified staff?

3. Evidence regarding program planning

    a. Have the objectives for the proposed program been outlined?

    b. Is information regarding neighborhood needs and interests available?

    c. What is the neighborhood's history of school involvement and school usage?

    d. What relationship will the program have to existing school programs? Will the program support and complement the required school program?

    e. What relationship will the program have to existing community agency programs?

4. Evidence regarding neighborhood resource commitments

    a. Has the neighborhood demonstrated its commitment by proposing provision of resources to the community school, i.e., desk, chairs, file cabinet, materials, volunteer instructors, etc.

SAMPLE
SURVEY FOR EXPANDING COMMUNITY SCHOOLS

Area:________________ School:________________________ Principal:_______________________

Instructions: For each item below, circle the number according to the key (accurately) describing the community served by your school and return to the coordinator for Community Schools at 906 West Milton Street.

Key: (1) Very High Need, (2) High Need, (3) Need, (4) No need.

ITEMS				
Area Population Density	1	2	3	4
Need for Neighborhood Recreation	1	2	3	4
Need for Cultural Enrichment Activities	1	2	3	4
Need for Broader Socializing Experiences	1	2	3	4
Need for Expanded Youth Services	1	2	3	4
Need for Greater Neighborhood Involvement	1	2	3	4
Need for Improved Agency-School Cooperation and Coordination	1	2	3	4
Need for Expanded Early Childhood Services	1	2	3	4
Need for Student Enrichment Programs	1	2	3	4
Need for Teen Services	1	2	3	4
Need for Senior Citizen Programming	1	2	3	4
Need for More Student Directed Projects	1	2	3	4
Need for Expanded Adult Education Services	1	2	3	4
Other, Please Specify:				

Comments: (Please write in below any other thoughts you may have regarding Community Schools.)

RESOLUTIONS

ENDORSEMENTS

> "Communities which operate with the community education concept have a higher level of confidence in public education."
>
> NED HUBBELL and ASSOCIATES
> 1980 National Study

National

Council of Chief State School Officers
U.S. Conference of Mayors
National Parents and Teachers Association
National Association of School Administrators
Older American Volunteer Program
National Community Education Association
National Parks and Recreation Association

State

Texas Association of School Administrators
State Board of Education
Texas Congress of Parents and Teachers
Texas Community School Association
Texas Association of Continuing Adult Education
Texas Council of Urban School Districts
Texas Community Education Association
Texas Association of School Boards
Governor's Committee on Aging
Texas Agricultural Extension Service

"In order to have the continued support of the general public, all public schools will need to become community schools serving all ages."

MS. MARY ANN LEVERIDGE
State Board of Education Member, East Bernard

"The effective utilization of our schools as vital community resources will become the rule rather than the exception. Community education should be in every community in this state, not just a few."

HONORABLE TOM UHER
State Representative, District 29, Bay City

"Rising costs in education demand the fullest use of all educational resources. Opening the doors of educational opportunity for people of all ages and community involvement in education is both practical and necessary."

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

Local

"The joint effort of the City of Austin and School District to support the concept has encouraged cooperation, participation, and decision making in determining the needs of our neighborhoods."

MS. CAROLE KEETON McCLELLAN
Mayor, City of Austin

"Community education is the most effective vehicle a school district has to serve the community it taxes. School districts have universally taxed their city residents and have offered only limited services to limited persons in the local community. In the coming period of tax resistence, decreasing state-federal funds, and inflation, community education offers a workable, practical umbrella for all future districts programs."

WILL LOWRIMORE
Advisory Council President, IBM Executive, Liberty Hill

Excerpts from
Mutually Supporting Relationships Between Community Education and the Texas Agricultural Extension Service*

The need for guidelines delineating the mutually supporting relationships between community education and Texas Agricultural Extension Service is based on the following facts.

1. Regional and local community education coordinators often lack knowledge of the many facets of Cooperative Extension Education and the roles and responsibilities of Texas Agricultural Extension Service county agents.
2. Texas Agricultural Extension Service agents often lack understanding of the community education process and of the possibilities for serving as a resource person to, or jointly sponsoring educational activities with community education.
3. The growth of federal, state, and local agencies and programs designed to deal with community problems has increased the opportunities for coordinated efforts to meet the needs of people.

COMMUNITY EDUCATION AND THE TEXAS AGRICULTURAL EXTENSION SERVICE COOPERATING

A goal common to both community education and the Texas Agricultural Extension Service is to establish and maintain cooperative relationship with other groups and organizations and resource people with special competencies and to enlist their active support to meet the needs of the people. The following guidelines should facilitate cooperation between the two agencies and enhance the quality of living in those communities served by both. No attempt has been made to list the guidelines in sequence or order of importance.

Community education coordinators can cooperate by:

1. Contacting the local county Extension agent who has been designated to serve as the liaison person to discuss mutually supporting roles.
2. Inviting the county program building executive committee chair or appointed representative to attend meetings of the community education committee to facilitate communication and coordination of efforts.
3. Utilizing data gathered through the county program building process to strengthen the community education program.
4. Supplying Extension agents with current listings of educational programs and resources available in the community.
5. Arranging meeting facilities free of charge for Extension educational activities.
6. Assisting in the promotion of Extension educational programs. The role of the Texas Agricultural Extension Service in jointly conducted educational programs should be acknowledged.
7. Utilizing Extension agents as resource people to:
   - identify instructors and committee members
   - develop course objectives
   - secure Extension publications and supportive materials for programs conducted by Extension personnel. Publications would be available at cost to community education for distribution in courses not conducted by Extension personnel.

8. Assisting in the planning and conducting of educational programs jointly sponsored by the county program building committee and community education. See Appendix A.
9. Assisting in the evaluation of jointly conducted activities.
10. Identifying potential volunteer leaders for conducting Extension educational activities.

County Extension agents can cooperate by:

1. Explaining the local cooperative Extension program to community education coordinators.
2. Inviting the community education coordinator or an appointed representative to serve as a resource person to the program building executive committee and relevant program area committees to facilitate communication and coordination of efforts.
3. Utilizing information secured in the community education survey to assist the program building committee and program area committees in the identification of community needs and problems necessitating in-depth educational programs (preferably prior to writing the plans of work).
4. Participating in or encouraging the participation of program building committee members or program area committee members in the community education survey.
5. Making available to the community education coordinator current information regarding program emphasis and schedules of planned educational activities.
6. Serving as a resource person by:
   - identifying instructors and committee members
   - developing course objectives
   - securing Extension publications and supportive materials for programs conducted by Extension personnel. Publications would be available at cost to community education for distribution in courses not conducted by Extension personnel.
7. Assisting in the planning and conducting of educational programs jointly sponsored by the county Program Building committee and Community Education. See Appendix A.
8. Utilizing community school facilities for educational activities.
9. Utilizing Community Education resources to publicize jointly sponsored education activities.
10. Securing and disseminating information on Community Education activities that would be of value to Extension program participants.
11. Securing input from Community Education Coordinators to assist in the evaluation of jointly sponsored programs.

The respective roles of Community Education and the Texas Agricultural Extension Service are complementary. Through jointly sponsored activities, Community Education can function in its role as coordinator of community school facilities and resources, and the Texas Agricultural Extension Service can plan, implement, and evaluate those educational activities identified through the Program Building Process.

These guidelines will facilitate local cooperation within the framework of respective organizational objectives, procedures, and policy.

Educational Activities Jointly Sponsored

Jointly sponsored activities are those for which the need was identified by both the county program building committees and community education survey and will be conducted utilizing the resources of both agencies. Although community education may charge a fee for jointly conducted programs, Extension agents may not receive any part of it as reimbursement for their time. Extension agents may charge a fee for other expenses provided the fee is publicized prior to the program(s).

County Extension agents can serve as specialized instructors in educational activities jointly sponsored and conducted by Extension and community education when the following situation exists:

- the subject is within the agent's expertise.
- the objectives of the meeting(s) or course(s) the agent will be teaching are similar and/or complementary to those in the current Extension plan of work.
- the time required for the agent to teach would not exceed the time normally allotted to an Extension educational activity conducted in one community.
- the participation would be "a part of" or "in addition to" rather than "in place of" the ongoing Extension program.

County Extension agents are responsible to all the communities in a county. Therefore, they cannot accept total responsibility for teaching lengthy courses which would require an excessive amount of time to be devoted to one community.

Specialist assistance is available to all county Extension agents when requested in the appropriate manner and when the request is within the Extension organizational guidelines for support of Extension sponsored educational activities. Specialists should not be requested or accept responsibility for teaching lengthy courses that would unduly encroach upon their overall Extension responsibilities.

The following is an example of a jointly sponsored and conducted activity:

> A county horticulture committee, utilizing current national, state, and local data (including the community education survey data), identified the area of home gardening as necessitating an in-depth educational program. The county Extension plan of work was then written to reflect this program area. Later in the year, the county Extension agent was asked by the community education coordinator for Extension assistance with a community education course in home vegetable gardening. Since the plan of work included this area, it would be mutually advantageous for Extension and community education to jointly sponsor the home gardening educational activity.

The appropriate County Extension Agent (based on subject matter expertise) and the Community Education Coordinator would jointly determine specific teaching objectives, instructors and speakers, needed and available resources meeting location and facilities, and publicity. If the County Extension Agent had the needed expertise, the agent could serve as a member of the instruction team. If a specialist had been or would have been requested to support this part of the County Plan of Work, it would be appropriate to involve the specialist as a member of the instruction team.

The County Extension Agent(s) would report planning and conducting this activity (including the number of clientele contacts) according to standard procedures.

*Complete copies of the agreement are available from the Division of Adult Programs, Texas Education Agency; Texas Agricultural Extension Service, or Center for Community Education at Texas A&M University.

PTA
TEXAS CONGRESS OF PARENTS & TEACHERS
408 WEST 11TH ST. AUSTIN, TEXAS 78701

COMMUNITY EDUCATION RESOLUTION

WE the Texas PTA

IN ORDER to incorporate the concept of Community Education into the PTA program

PROPOSE that the Texas PTA Community Service Chairman receive training and information about Community Education

and that the Community Service Chairman work cooperatively with the Texas Education Agency, the Center for Community Education and the Texas Community Education Association to adapt existing material about Community Education into a format consistent with Texas PTA's program information

and that such information be disseminated to local PTA units through the PTA organizational network with the assistance of the Texas Education Agency, the Center for Community Education and the Texas Community Education Association.

TEXAS COMMUNITY EDUCATION ASSOCIATION

WHEREAS, The Parent Teacher Association and Community Education together recognize that education is a life long endeavor for all members of the community, and

WHEREAS, The Parent Teacher Association and Community Education together have the potential to become the vehicle for realizing the full potential of every individual, regardless of age, and

WHEREAS, The philosophic principle that the public schools beong to the people of the community may become a reality under this program, and

WHEREAS, Community Education integrates, insofar as possible, the community educational, and health programs for children, youth, and adults, and

WHEREAS, Community Education recognizes that the Parent Teacher Association is a vital force in the community, be it therefore

RESOLVED, That the Texas Community Education Association

IN ORDER to insure open communication and joint responsibility for the performance of our respective missions

PROPOSE that informational workshops be held at each others state, regional and local meetings, and

That at the local level the Community Education Advisory Council request the nomination and/or appointment of an individual as a representative of the Parent Teacher Association on the Community Education Advisory Council, and

We recommend that the Community Education Campus Coordinator become an official member of the Parent Teacher Association Executive Board at the campus level, and furthermore

We recommend that information about successful joint projects between the Parent Teacher Associations and Community Education be disseminated by both state organizations.

SAMPLE
SCHOOL AND CITY JOINT RESOLUTION

WHEREAS, there is a rising public insistence that all levels of government become more responsible to citizen needs and desires; and

WHEREAS, there is a limited amount of tax monies and other human and physical resources available to meet public demands for facilities, programs and services; and

WHEREAS, full utilization of existing public facilities, programs and services is a desirable community goal; and

WHEREAS, the energy crisis and other related developments point up an increasing need for all governmental units and related public service organizations to mobilize their respective resources for the common purpose of improving the quality of community life; and

WHEREAS, Revised Statutes, Section __________ through Section ______________, recognize and authorize local governments, including school districts, to make formal agreements for joint planning and performance of functions; and

WHEREAS, ________________ School District has facilities, equipment and staff organized for the purpose of providing education opportunities for children and youth, and at its discretion, certain other educational, recreational, cultural, social and service involvements for all district patrons; and

WHEREAS, the City of _______________ provides facilities, staff, and certain recreational and service programs for the citizens within its geographic boundaries; and

WHEREAS, a multitude of other related public and private community organizations provide programs and services for community betterment; and

WHEREAS, no single, cohesive strategy for the development and utilization of all these relevant community resources has yet been established; and

WHEREAS, there are great potential social and economic benefits to be derived from further cooperation in facility and program development for the benefit of all citizens through the comprehensive Community School programs at the local neighborhood level.

THEREFORE BE IT RESOLVED that the undersigned endorse, support, and agree fully to participate in the joint planning, development, and operation of Community School programs within their respective service areas.

Approved this __________day of ________________, 19 .

____________________________________	____________________________________
__________________________, Mayor	Chairperson, Board of Trustees
City of ____________________	____________________School District

SAMPLE

Joint Resolution
of
Austin Independent School District
City of Austin, Texas

Whereas: the Austin Independent School District and the City of Austin, Texas, have heretofore agreed and established the community school program involving usage of, but not limited to, neighborhood school facilities and City of Austin facilities for educational programs and services of neighborhood residents of all ages; and

Whereas: the community school program has been successfully established starting in 1975 and has received national recognition as well as widespread citizen support in those portions of the community in which the program has been initiated to the extent that 13,000 persons are now enrolled and 66,000 are participating in community education activities; and

Whereas: it is in the overall interest of the community and the two governmental entities involved to establish and define fiscal funding responsibilities, coordinating procedures, long-range expansion planning, and planned program development between the two jurisdictions for the awareness of all interested citizens as well as the respective staff employees, and to be further utilized in budget preparation; and

Whereas: a mutually accepted policy is desirable to assure continuity and permanency of the project:

Now therefore be it jointly resolved by the Board of Trustees of the AISD and the City Council of the City of Austin as follows:

1) That the Austin Independent School District Board of Trustees and the Austin City Council has established a Community Education Consortium that acts as a policy advisor to both governing bodies in matters concerning community education. The consortium membership will consist of representatives from the following:

a) one-half of the membership to include one member each of the City Council and the School Board of Trustees and one representative elected by each Community Education Advisory Council; and

b) one-half of the membership to include community organizational representatives that are appointed on a biennial basis by the Austin City Council and Austin Independent School District Board of Trustees with overlapping membership terms. When the one-half appointment membership number is odd, the number shall be raised by one, to allow for an equal number of appointments by both governing bodies; and said organizational representatives shall be nominated by the consortium with consideration of ethnic, sex and geographical balance factors.

c) Four ex officio members will be appointed to represent the school district staff and the city staff, two of which will be appointed by the superintendent and two by the city manager.

The functions of the consortium are as follows:

The Community Education Consortium serves as the official body for recommendations regarding community education general policies, plans, programs, and procedures to the Austin Independent School District Board of Trustees, the Austin City Council, the Superintendent of Schools, the City Manager, and the Community Education Project Coordinator. The Community Education Consortium will:

1. Provide a formal linkage between community school programs at the local level and those entities which contribute to their financial support.
2. Annually review and evaluate the implementation of community education goals, policies, agreements, and contracts mutually established by the Austin Independent School District Board of Trustees and the Austin City Council.
3. Review and comment on the proposed community education operating budget prior to its submission to the AISD Board of Trustees and the Austin City Council.
4. Review and approve, prior to submission, all other applications or requests for community education funding.
5. Serve as the official body for review and recommendations concerning the establishment, expansion, or curtailment of community education centers.
6. Review the annual community education operating plan.
7. Review long-range plans for the development of the community school program, and encourage joint construction efforts by both jurisdictions.
8. Annually review and evaluate the progress of the community school program.
9. Assist in developing the coordination of and cooperation between existing community resources.
10. Serve as a clearinghouse for information regarding community school programs at the center level and for related community service programs and agencies.

2) That a coordinating committee be established to coordinate the operation of the community school program in that it will act to review and recommend to the Community Education Consortium all policies enacted by the

AISD Board of Trustees and the Austin City Council in an effort to maintain efficient and effective management of the community school program. This committee will consist of one school district representative appointed by the Superintendent, one city representative appointed by the City Manager and the Consortium President or his/her representative, who will function as chairperson or convenor. The coordinating committee will be advisory to the project coordinator in the administration of community education. This committee will be responsible for:

a) Reviewing community school programs and major changes in existing programs; and

b) Reviewing and recommending all proposals for new staffing levels and changes in current community education staffing levels; and

c) Reviewing all new funding plans and proposals for changes in current funding levels for the operation of the community school program with transmittal to the consortium for its recommendation prior to submission to the governing bodies; and

d) Reviewing all long-range planning and expansion documents subject to approval by the Community Education Consortium; and then by AISD Board of Trustees and the Austin City Council; and

e) Reviewing and evaluating the progress of the existing community school program with the consortium.

3) That the actual level of yearly appropriations shall each year be determined by the Board of Trustees and the City Council with no prior commitment as to funding levels by either jurisdiction.

4) That the total costs, including central administration and neighborhood community school costs, shall be funded fifty percent (50%) by the City of Austin with the method and frequency of payments as specified in the intergovernmental agreement. The school district is responsible for the financial administration and record keeping of these expenses. The City of Austin and the Austin Independent School District each, when hosting a community school campus, will provide existing facilities and equipment at no depreciation or rental cost other than those specified in the intergovernmental agreement as reasonable amounts for abnormal wear and tear and accelerated equipment replacement whether city or school district property.

5) "In-kind-services" furnished either by the school district in its payment of central administrative expenses, or by the City of Austin in its occasional furnishing of staff coordination of course instructors shall not be eligible for credit against the 50 percent cash contribution of either jurisdiction.

6) That special activity and course fees charged to participants shall be utilized for the benefit of neighborhood participants throughout the community

to offset special programs, equipment, supplies, awards, community-wide scholarships, and instructor expenses. Such fee revenues shall not be utilized to offset the 50 percent participation of either the school district or the City of Austin.

7) That the school district and City of Austin are encouraged to seek additional "external" funding such as state or federal grants that shall be utilized to support special activities, programs, or studies, and shall not be credited to the benefit of either jurisdiction. Acceptance of "external" funding shall be presented to the coordinating committee and consortium for review subject to approval by the AISD Board of Trustees and the Austin City Council.

8) That the Community Education Consortium will submit a three-year expansion plan report for the AISD Superintendent and the Austin City Manager by March 1 of each year. Revisions of the expansion plan will be made on an annual basis.

9) That all publicity surrounding the project shall give credit to both the City of Austin and the school district for funding the project and shall recognize the project as a joint operation.

10) That the City of Austin and the Austin Independent School District responsibilities are generally defined and that joint cooperation is encouraged and expected at all levels of the project in the overall interest of the general public.

11) That the school district shall administer community education.

12) That this policy shall remain in effect from year to year unless revised by the Board of Trustees or the City Council.

Adopted in a joint meeting of the Board of Trustees of the Austin Independent School District and the City Council of the City of Austin, Texas, on ___________ day of ____________________, 1979.

______________________________	______________________________
President, AISD Board of Trustees	Mayor, City of Austin
______________________________	______________________________
AISD Board Secretary	City of Austin Clerk

COMMUNITY SCHOOL PROGRAM
SAMPLE RESOLUTION

Whereas the community school program represents a major local investment of local funds in facilities, land, equipment, and a public services system, and;

Whereas there is a diverse and critical need for community services, adult education, vocational education, continuing education and training, special needs education, recreation, health services, and other social services, provided at the neighborhood level for citizens of all ages, and;

Whereas public school systems are in a unique position to both provide many of these services directly and assist other local governmental systems and public and private agencies in the delivery of such services, and;

Whereas urbanization and increased mobility of our society has weakened the sense of identity with established community services system, and;

Whereas the State Board of Education pointed out that the Community Education Concept can be a positive and effective approach to achieving coordinated delivery of the range of public services at the neighborhood level and that local public education agencies can and should provide leadership in implementing the community school or "full service school" concept;

Be it hereby resolved that Board of Trustees hereby joins with the Texas State Board of Education in this reaffirmation of faith in the ability of public education in Texas to relate to and serve all citizens and urges all staff to incorporate this approach to community service into their philosophical orientation toward their duties.

Approved this __________ day of _________________________, 19__

____
Signature of Chief Administrative Officer

____
Signature of Board of Trustees President

SAMPLE

AUSTIN ASSOCIATION OF TEACHERS
COMMUNITY EDUCATION RESOLUTION

WHEREAS, there is a rising public insistence that all levels of government become more responsible to citizen needs and desires; and

WHEREAS, there is a limited amount of tax monies and other human and physical resources available to meet public demands for facilities, programs, and services; and

WHEREAS, full utilization of existing public facilities, programs, and services is a desirable community goal; and

WHEREAS, a multitude of other related public and private community organizations provide programs and services for community betterment; and

WHEREAS, Community Education is a cohesive strategy for the development and use of relevant community resources to meet the needs of the child, his family, and his neighborhood.

WHEREAS, Community Education is fully supported by the Austin Independent School District and the City of Austin.

THEREFORE BE IT RESOLVED that the Austin Association of Teachers supports the implementation of Community Education by:

(1) encouraging student and parent participation in community education
(2) cooperating in maximization of facility use and
(3) appointment of a member to the Austin Community Education Council and local Campus Community Councils

President, Austin Association of Teachers

Date

Texas Association of School Boards
Resolution of Support
for Community Education
October 5, 1974

WHEREAS, the community school system represents a major local investment of local funds in facilities, land, equipment, and a public services system; and,

WHEREAS, there is a diverse and critical need for community services, adult education, continuing education and training, special needs education, recreation, health services, and other social services provided at the neighborhood level for citizens of all ages; and,

WHEREAS, public school systems are in a unique position to provide many of these services directly and assist other local governmental systems and public and private agents in the delivery of such services; and,

WHEREAS, the urbanization and increased mobility of our society has weakened the sense of identity with established community service systems; and,

WHEREAS, the State Board of Education pointed out that the Community Education Concept can be a positive and effective approach to achieving coordinated delivery of the range of public services at the neighborhood level and that local public education agencies can and should provide leadership in implementing the community school or "full service school" concept;

THEREFORE BE IT RESOLVED, that the Texas Association of School Boards hereby join with the Texas State Board of Education in this reaffirmation of faith in the ability of public education in Texas to relate to and serve all citizens and urge all local boards and administrators to adopt this concept and implement it to the extent appropriate for the communities they serve.

FUNDING AND BUDGETING

COMMUNITY EDUCATION CENTER
SERVING TEXAS
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

LOCAL PERSPECTIVES ON FINANCING COMMUNITY EDUCATION

What does it cost to initiate a community education program in my community? How much does it cost to operate programs? Where do we get the money to start? How is the program supported over the years?

Sound familiar? These are typical questions asked by school districts and communities wishing to initiate community education. Financing is a major concern--one which must be dealt with; however, initial planning should not be restricted because you do not have the funds "in the bank".

Selling Community Education

The key to fund raising is selling the concept of community education prior to asking for funds. A budget should be established early in the planning. However, the funding aspect should not be fully discussed until the potential of community education is explored by the community.

A prime example of this is the experience of Alice, Texas. Groups, organizations and clubs were informed of community education and how it would help Alice.

A ground swell of interest developed and the community decided they wanted to become involved. When the budget was discussed and $6,000 was needed, a community meeting was held. Six thousand dollars was donated "from the floor" in a matter of minutes.

The key is to first sell the concept--then present the budget.

What Does It Cost

The cost of community education varies with each community and no exact figure can be quoted. In preparing a working budget, however, several categories need to be considered and decided upon. These categories are:

I. Administrative costs.

II. Programming costs.

Administrative costs

The proposed budget would include such entries as:

- the director's salary--usually determined by computing a teacher's base + experience + advanced degrees + a time differential + three additional months' salary.

  part-time supervisor's wages--an hourly wage based on the local rate paid in the community. Enter your own estimated number of hours.

  secretarial salary--often part-time or shared, initially; however, this usually develops into a full-time position.
- office supplies and equipment--projected on local needs and experience. Most can be donated.
- telephone--(may be in-kind) projected on local experience.
- travel--in-town and out-of-town budget. The director will use his car extensively and will also need to be reimbursed for out-of-town professional meetings and training. (Training at Texas A&M is required if funds are granted.)

Programming costs

In most communities, programs are self-supporting. Fees charged participants are determined to cover instructors' costs and in some cases, a portion of the overhead costs. Instructional costs vary from subject to subject and from community to community--you will need to determine the fees to be assessed. Often times a flat fee is charged for all programs--this usually results in a surplus which can be used to enhance other phases of the program. As a rule of thumb, $1 per contact hour is used.

The proposed budget for programming would include:

- instructors' salaries--computed locally--usually covered by student enrollment fees.
- heat, lighting costs--usually an in-kind contribution.
- janitorial costs--may be in-kind or paid from initial funds or student fees. The cost usually is derived from overtime pay.
- rental of facilities--no charge to Community Education-sponsored programs. Local institutional rules and regulations must be followed in determining the types of activities acceptable.

Generally, the costs for initiating a community education program lie in the administrative or personnel area. Programming should be self-supporting.

What Are Funding Sources

A small percentage of the budget is in "hard cash." Listed below are cash resources and service resources. Do not overlook services resources, for these may release monies for other purposes. Funding sources have included:

* A. Federal programs

Community Schools Act

- Title I, III, Model Cities, O.E.O., HUD, Adult Education, Omnibus Crime Control and Safe Streets Act, Vocational Education Act, Older Americans Act

B. Industry and Business

- grants for total or partial support
- in-plant classes

- in-school classes
- equipment, personnel, facilities

C. United Fund, Community Chest

- funding of coordinator, part-time assistant or programs
- coordinating link in community

D. Local foundations

- partial or total funding

E. Service agencies

- personnel, equipment, facilities, teachers

F. Local governments

- partial or total funding
- categorical assistance--ex: recreation

G. Welfare agencies

- personnel, supplies, facilities, teachers

H. Service Clubs

- short-term funding
- fund-raising activities
- personnel (manpower)
- publicity

I. P.T.A.

- small program grants
- initiators of project
- fund-raising
- manpower
- publicity

J. Church groups

- manpower
- publicity

K. Private donations

- partial or total support
- categorical aid

L. Volunteers

- teachers, supervisors, survey takers, tabulators, registrars, speakers bureau, teacher aides, etc.

M. Fees

- courses offered
- special programs, etc.

Below are listed some specific local funding sources used by various Community Education projects around the state:

1. Division of Adult & Community Ed.
   Texas Education Agency
   (See accompanying proposal guidelines)
2. United Fund
3. Levi Strauss and Co.
4. Teacher Corps
5. CETA Program
6. Department of Public Welfare
7. Texas Agricultural Extension Service
8. Parks and Recreation
9. City/County Health
10. Senior Citizens
11. Community Colleges
12. Universities
13. VISTA
14. City Government
15. Moody Foundation

* Additional Federally Funded Sources[1] (Dec., 1982)

84.010--Educationally Deprived Children, p. 944
94.011--Migrant Education, p. 945
84.027--Handicapped Preschool and School Programs, p. 960
84.034--Public Library Services, p. 068
84.044--Talent Search, p. 976
84.048--Vocational Education, p. 981
84.061--Indian Education, p. 991
84.074--Career Education, p. 1001
84.077--Bilingual Vocation and Training, p. 1002
84.080--Education for Gifted and Talented Children and Youth, p. 1005
84.081--Community Education, p. 1006
84.084--Elementary and Secondary School Education in the Arts, p. 1010
84.105--Basic Skills Improvement, p. 1024
84.139--Cities in School, p. 1051
84.140--Push for Excellence, p. 1051

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[1] Information for these programs and others may be found in the Catalog of Federal Domestic Assistance. You can locate a copy of the catalog in local libraries and local school administrative offices.

*For additional sources of federal funding see Office of Community Education Research, University of Michigan, Catalog of Federal Programs Related to Community Education, Developed Pursuant to Contract No. 00760505, Washington, D.C., U.S. Office of Education, 1977; or Community Education Funding Guide, Michael Ciavarella, Commonwealth Center for Community Education, Shippensburg State College, Shippensburg, Pennsylvania 17257.

For foundation funding sources in Texas, see William Hooper, Jr. Directory of Texas Foundations. Second Edition (Texas Foundations Research Center, P.O. Box 5494, Austin, Texas 78763), $10.

BUDGET DEVELOPMENT WORKSHEET

Expenditures

I. Personnel

Administration
  Coordinator (teacher base + extended contract + differential) . . . . ________________
  Part-time supervisors (hourly rate x number of program weeks) . . . . ________________
  Secretary (full-time--going rate) . . . . ________________

Fringe Benefits
  Teacher retirement (if certified)
  Social Security
  Health insurance
  Life insurance
  Workmans' compensation
        Total, Personnel. . . . . ________________

II. Capital Outlay

New equipment (equipping office--desk, table, chairs, typewriter, etc.) . . . .
        Total, Capital Outlay . . . . ________________

III. Supplies

Office and administrative (letterheads, stamps, general office supplies). . . . . ________________
Publications (brochures, pamphlets, etc.) . . . . ________________
Instructional (equipment, contingency fund) . . . ________________
Phone (separate line) . . . . ________________
Utilities . . . . ________________
        Total, Supplies . . . . ________________

IV. Maintenance

Custodial (overtime, weekends, etc.). . . . . . . ________________
Usage (extra hours use--wax, towels). . . . . . . ________________
Breakage. . . . . ________________
        Total, Maintenance ________________

V. Insurance

Additional liability insurance for coordinator, teachers, supervisors, etc. . . . . ____________

Total, Insurance. . . . . ____________

VI. Allowances

Mileage . . . . ____________

Seminars, meetings, etc.. . . . . ____________

Total, Allowances

VII. Contingency . . . . ____________

Total, Contingency. . . . . ____________

VIII. Program costs

Usually self-sustaining; however, an amount should be budgeted for scholarships, etc.. . . . . . . ____________

Total, Program Costs. . . . . ____________

Total, Expenditures . . . . ____________

Receipts

Source

I. Grants, Contract Services (cash, in kind)

School District . . . . ____________

City. . . . . ____________

Township. . . . . ____________

Community Chest or United Fund. . . . . ____________

Foundations . . . . ____________

State aid or reimbursement. . . . . ____________

Federal Funds . . . . ____________

Park Board or Recreation Board. . . . . ____________

Total, Grants . . . . ____________

II. Gifts

Service Clubs . . . . ____________

Church. . . . . ____________

Business and Industry . . . . ____________

Individuals . . . . ____________

Total, Gifts. . . . . ____________

III. Fees

Registrations (decide upon course fees) . . . . . ____________

Sale of materials and/or equipment. . . . . ____________

Refreshments profit . . . . ____________

Total, Fees . . . . ____________

IV. Fund Raising Projects . . . . ____________

Total, Fund Raising . . . . ____________

Total, Receipts . . . . ____________

PROJECTED BUDGET FORM

Program ______________________________ ______Hrs. ______Weeks

For Period __________________ to ______________ Supervisor __________

REVENUES

Registration # _____ @ $ ______ = $ ________

Discounts # _____ @ $ ______ = $ ________

Grants $ ________

Other $ ________

Subtotal $ ________

TOTAL INCOME $ ________

EXPENSES

SCHOLARSHIP RECIPIENTS (Itemize additional on back)

Name(s) ______________________ $ ________

______________________ $ ________

Total from Back $ ________

Publicity

Brochure(s) # ______ $ ________

Mailing Expense # ____ @ $_____ = $ ________

Newspaper Ads $ ________

Radio Ads $ ________

Other $ ________

Subtotal $ ________

Utilities $ ________

Building Rental

Rooms: _____ @ $ ______/Hrs. = $ ________

_____ @ $ ______/Hrs. = $ ________

Miscellaneous $ ________

TOTAL EXPENSE $ ________

NET INCOME OR LOSS $ ________

SUMMARY OF BUDGETING AND ACCOUNTING SYSTEM
USED BY
WEATHERFORD COMMUNITY EDUCATION

Budget

To provide a frame of reference, keep in mind that W.I.S.D. has a student population of 4,100. Community Education is an administrative unit of the school system and uses the school business office as its fiscal agent. Budgeting for Community Education must therefore fit into the overall school budgeting system.

Since Community Education is a different type of operation than "normal" school functions, a slightly different procedure is used for budgeting. We have found it helpful to break expenditures into three categories and to match funding sources to each. (See Exhibit A.) The three categories used are:

Program Management.....Central office costs that are necessary to administer the Community Education office.
Indirect Program.......Expenses that cannot specifically be related to a given program, but that are program-related.
Direct Program.........Expenses that can be related directly to a given program.

After the Community Education budget is complete, it is then transferred to the proper business office forms to conform to the business office's requirements. (See Exhibits B and C.) We keep a set of notes to show exactly how each budget figure was projected.

Accounting

Even though the business office maintains the official ledger, we also have a ledger and various other records to keep an accurate account of our fiscal affairs. The following sections describe the principal components of that system.

I. Auditable Registration System

The class registration lists which we use (Exhibit D) are auditable financial records and as such must be accurately kept. Preregistration is required for all programs so that all transactions can take place directly through the Community Education office. No phone registrations are accepted since no money has been received, a necessary prerequisite for getting your name on this financial record. (Besides, you never know if the person will show up or not.) Debits, generally refunds, are recorded as well as credits.

Tuition payments are recorded in a consecutively numbered receipt book (Exhibit E), with the receipt number recorded on the enrollment form (Exhibit F), the class registration list, and the check. Consecutively numbered vouchers (Exhibit G) are used to verify refunds with the voucher number placed on the class registration list.

Each class registration list is treated as an account and is closed out periodically. All of the active "accounts" are totalled and checked against the cash box and the receipt book. After these three records are balanced, the revenue is turned in to the school business office and a new cycle begins.

II. General Fund Expenditures

All expenditures over $10.00 are handled by either purchase requisition or check request through the school business office. Instructors are generally paid as a contracted service by turning in a check request accompanied by an invoice (Exhibit H.) A control sheet (Exhibit I) is maintained in the Community Education office that allows us to keep track of the status of each expenditure. Consecutive numbers are assigned to each requisition or check request to provide us with instant information about whether or not a bill has been paid.

III. Petty Cash

Our office maintains a separate cash box that is used strictly for purchases under $10.00 that are needed on short notice. When purchases are made, a signed ticket is placed in the petty cash box to justify the money which has been removed. The petty cash fund is authorized at $150.00, and a total of $150.00 in cash and/or signed tickets must be in the box at all times. At the end of each month the cash tickets are stapled to a check request and a Petty Cash Report (See Exhibit J) to bring the amount of money in the petty cash box back up to $150.00. The business office then writes out a check to "Community Education Petty Cash" which we cash at the bank to replenish the cash box.

IV. Miscellaneous Records

1. Instructor Interview forms, Exhibit K
   This form is completed in conference with the instructor of a class or activity. Each class is set up to at least break even. The fee is established by dividing the minimum enrollment into the total direct expenses for the class. Any "profit" made on a class is used to pay indirect and administrative costs.

2. Instructor Contracts, Exhibit K
   This form is used principally to insure that the instructor understands what he/she is to be paid for services rendered. The best surprise is no surprise.

3. Program Financial Reports, Exhibit L
   This form provides an approximation of how we came out on a given activity. It is especially useful in projecting budgets for the next year.

4. Other Miscellaneous Summaries, Exhibits M,N,O.

EXHIBIT A

COMMUNITY EDUCATION

1978-79 Fiscal Plan

PROGRAM MANAGEMENT..$29,705

EXPENSES		REVENUE	
Director Payroll	$19,269	W.I.S.D.	$29,705
Secretary Payroll	$ 8,522		
Travel	$ 1,300		
Telephone	$ 330		
Office Supplies	$ 243		
Typewriter Contract	$ 41		
Subtotal	$29,705		

INDIRECT PROGRAM EXPENSES..$21,940

H.S. Bldg. Dir., Payroll	$ 6,071	TEA Grant	$ 4,000
(60% C.E. duties)		United Way	$ 2,071
		Subtotal	$ 6,071
Rec. Director, Payroll	$ 9,767	City of Weatherford	$ 9,767
Program Related Supplies	$ 1,557	United Way	$ 1,379
Bldg. Use & Utilities	$ 1,320	City of Weatherford	$ 2,000
Catalogs & Publicity	$ 3,225	Banks & Businesses	$ 1,623
Subtotal	$ 6,102	Tuition & Fees	$ 1,100
		Subtotal	$ 6,102

DIRECT PROGRAM EXPENSES..$37,151

Comm. School Payroll	$14,056	Tuition & Fees	$17,306
Supplies	$ 6,250	TEA, Adult Voc.	$ 2,800
Subtotal	$20,306	Civic Club Schol	$ 200
		Subtotal	$20,306
Summer Rec. Payroll	$ 6,030	Tuition & Fees	$ 5,630
Supplies	$ 660	United Way	$ 1,300
Bus Use	$ 240	Subtotal	$ 6,930
Subtotal	$ 6,930		
Intramural Supplies	$ 250	United Way	$ 250
Misc. Rec. Payroll	$ 3,100	Tuition & Fees	$ 9,665
Supplies	$ 6,525		
Bus Use	$ 40		
Subtotal	$ 9,665		

GRAND TOTAL............$88,796

EXHIBIT B

Community Education 1978-79

			Official Budget
319	Function 81- Expenditures		
6100	Payroll Costs		
	6111 Salaries	9E	[illegible] 00
	6113 Clerical + Ancillary	9E	17064 00
	6121 Overtime	9E	1144 00
	6141 Social Security	9E	10411 00
	6193 Workmens Compensation	9E	490 00
	Total 6100		[illegible] 00
6200	PURCHASED + CONTRACTED SERVICES		
	6260 Maintenance + Repair	9E	41 00
	6272 Telephone	9E	330 00
	6273 Electricity	9E	1520 00
	6296 Community School Instructors	9E	14056 00
	6296 Recreation Instructors	9E	9130 00
	Total 6200		[illegible] 00
6300	Supplies & Materials		
	6391 General Supplies	9E	18710 00
	Total 6300		18710 00
6400	Other Operating Expenses		
	6411 Travel - Director	9E	1300 00
	6412 Bus Use	9E	250 00
			1550 00
	TOTAL EXPENDITURES		[illegible] 00

EXHIBIT C

Revenue - Community Education 1978-79

		Official Budget
319	Revenue	
5700	Revenue From Local + Int. Sources	
	5739 Tuition	387091 00
	5765 Gifts and Bequests	18590 00
5800	Revenue From State	
	5883 Adult Basic Education	40000 00
	5883 Adult Vocational Educ.	28000 00
	TOTAL REVENUE	[illegible] 00
	TRANSFER from General Operating	[illegible] 00
	TOTAL Funds Available	[illegible] 00

EXHIBIT F

PRINT NAME PREFERENCE Phone 599 8051

Mr. Mrs. Miss Name Steve T. Gray
First M.I. Last

109 So Hill Weatherford 76086
Address City Zip

I WISH TO ENROLL IN THE FOLLOWING COURSE:
Shorthand I 6:30-8
Title Time
(Unless notified you are officially enrolled)

Total Fee ________ (Amount) Paid By: Check ☐ Cash ☑ M.O. ☐

LIABILITY RELEASE: I hereby release the Weatherford I.S.D. from all responsibility in case of an accident.

Elizabeth White 2/6/79
Signature Date

IF CLASS IS FILLED WHEN THIS REGISTRATION IS RECEIVED, PLEASE (check one)
☑ Enroll me in another section of the same class if one is listed
OR
☐ Return my check and add my name to the waiting list.
10002

COMMUNITY EDUCATION
119 N. DENTON ROAD PHONE: 594-7459
WEATHERFORD, TEXAS 76086

№ 010165
DATE 2-13 19 79

RECEIVED FROM Steve T. Gray
THE SUM OF Thirteen and 50/100 DOLLARS $ 13.50
FOR Shorthand I

AMOUNT OF ACCOUNT $____
AMOUNT PAID . . . . $____
BALANCE DUE . . . $____ Thank You!
☐ CASH ☑ CHECK ☐ M.O. BY R.J.

COURSE Shorthand I DATE BEGINS 2-12
INSTRUCTOR Hendrix DAY Tues/Thurs TIME 6:30-8:00 pm
PHONE -0072 MIN. 8 MAX. 20 3 HRS. 10 WEEKS
TUITION $ 13.50 MAT. FEE $ — CAMPUS AHS ROOM ____

Student Name	Amt. Reg. Recv'd.	Date Tuition Paid	Cash	Check	Date of Transfer/ Withdrawal
~~1. [illegible]~~	<2.50> $13.50	9378		✓	✓ 2-29 Trans to Typing II
2. Shirley Peoples	$13.50	9378		✓	
3. Karen Coates	$13.50	9657		✓	
4. Karen Egeland	$13.50	9806		✓	
5. Kathy [illegible]	$13.50	9901		✓	
6. Jo Nell Barry	$13.50	9940	✓		
7. Steve T. Gray	$13.50	10002	✓		
⑧ Mary O'Hannon	$5.50	10113 Trans	from Shorthand II, new		
9. Barbara Irons	$13.50	10133		✓	
⑩ Cheryl Irons	$13.50	10133		✓	
11. Margie Coates	$13.50	10152	✓		
12. Sandra Harvey	$13.50	10152	✓		
13. Mrs. Carole A. Floyd	$13.50	10187		✓	
14.	$				165.00
15.	$				
16.	$				
17.	$				
18.	$				
19.	$				
20.	$				
21.	$				
22.	$				
23.	$				
24.	$				
25.	$				

EXHIBIT D

Instructor Notified

EXHIBIT G

REFUND VOUCHER
Weatherford Community Education

Name Roberta C. Stultz Today's Date 1-29

Address Rt 4 Box 125

Course Title Needlepoint Beginning Date 2-15

Total Fee Paid 17⁵⁰ No. of Class Periods Attended -0-

Reason for Withdrawal Class cancelled

FOR REFUNDS IN PERSON ONLY
I certify that the above information is correct and that I received the refund as stated below.

Signature ________________

-OFFICE USE ONLY-

Percent Due 100%

Refund 17⁵⁰

Receipt No. 9965

Method: ☐ Cash ☑ Returned Check ☐ Check Request

☐ In Person (See below) ☑ By Mail

Authorizing Signature B. French

EXHIBIT H

INVOICE FOR PAYMENT

(This must be signed and returned before a check request can be turned in to the Business Office.)

NAME Dorothy Reznikoff

ADDRESS Rt 1 Box 65-10
Weatherford TX 76086

Return to:
Community Education
Weatherford Independent School District
113 N. Denton St. - PO Drawer [illegible]
Weatherford, TX 76086

Sample

Total Course Hours	Contracted Service(s)	Amount Per Hour	Total Amount for Instruction
3	Instruction for Ethnic cooking	6.00	18.00

Dates of Instruction		TOTAL PAID
Month(s)	Day(s)	
Feb	12	18.00

Dorothy Reznikoff
INSTRUCTORS SIGNATURE

2/20/79
DATE APPROVED

C R Simmons, Jr.
DIRECTORS SIGNATURE

		......	Item/Service	PO Issued	Ck. Rec.	Amount	Paid
[illegible]	CR	Brenda Reynolds	Basketball	—	10246 2-14-79	37.20	✓
2-9	CR	Sue Campbell	Basketball	—	10247 2-14-79	[illegible]	✓
2-9	CR	Linda Reynolds	gymnastics		10251 2-14-79	69.60	✓
2-9	CR	Denise Klein	gymnastics		10250 2-14-79	69.60	✓
2-9	CR	Bill Hightower	gymnastics		10249 2-14-79	231.00	✓
2-12	CR	Ann Gay	Athletic supplies		10248 2-14-79	93.60	✓
2-13	CR	Dorothy Rezutkoff	Supplies		10326 2-16-79	18.00	✓
2-13	CR	"	Instruction		10326 2-16-79	18.00	✓
2-14	Req.	Award Center	Supplies			[illegible]	
2-14	CR	Hattie Buck	Stained Glass		10308 2-15-79	51.54	
2-15	CR	Gymnastics Club	Membership		10330 2-19-79	100.60	✓
2-19	CR	Jesse Anguiano	Basketball			23.60	
2-19	CR	Richard Berry	Basketball			23.60	
2-19	CR	Byron Heywood	Gym Supervision		10329 2-19-79	23.20	✓
2-19	CR	Dale Hart	Recreation Sup.			525.00	
[illegible]	[illegible]	[illegible]	[illegible]				

EXHIBIT I

EXHIBIT J

PETTY CASH REPORT

COMMUNITY EDUCATION

Date February 1, 1979

Petty Cash Authorization---------------------------$150.00

Expenditures-------------$ 35.52
(Tapes attached)
Adjustment-------------- 1.00 overage

Amount to be reimbursed-----------$ 34.52

Cash on hand--------------------- 115.48

Total---$150.00

INTERVIEW WITH INSTRUCTOR

Spring 79

EXHIBIT K-2

Program Bookkeeping II
Instructor Wilson Clemens
Home Address 603 E. 4th
Home Phone -8984
Business Address
Business Phone

1. How many class periods (hours) are necessary 3 hrs./wk 8 wks.
Total hours 24

2. When does the instructor want to teach the class?
Day Tuesday Day ______ Day ______
Time 7-9:00pm Time ______ Time ______

3. Class capacity: Minimum 9 Maximum 16

4. Pay rate for instructor: $ 8^{00} hr.
3 hrs./wk X 8 wks. = 24 hrs. X $ 8^{00} hr. = $ 192^{00}
______ miles X ______ trips = ______ miles 9 ______ ¢ mi. = $______
Total pay for instructor $ $\$192^{00}$

5. Tuition or fees: Regular 14.00 Material ______ (Book costs $9.00)

6. Room preferred by instructor: Facility W.H.S. Room reg. classroom

7. What supplies or special facilities, etc., are needed by the instructor?

8. What is the instructor's opinion concerning the potential market?
Senior Citizens ______ Adults ______ Minimum Age 15
Youth ______ Preschoolers ______ Maximum Age ______

9. Please give a paragraph description of this course.

Bookkeeping II
Balance sheet, profit + loss statement, business record-keeping. Fee includes book.

EXHIBIT K-1

Form of Agreement Between
Weatherford Independent School District and Instructor In
Community School Program

Agreement: Made this 15th Day of February in the year 1979.

Between: Weatherford Independent School District and Betty Adler hereinafter to be referred to as Instructor.

The Instructor and Weatherford Independent School District agree as set forth below.

1. The Instructor agrees to provide all instruction and usual services in the following course:

Pastels

2. The Instruction to be performed under this contract shall be commenced FEb. 15 and completed March 29 for 2½ hours/week for 6 weeks.

3. If the enrollment drops below 9 the course will be cancelled and pro rata compensation will be made to the instructor for the time expired prior to the cancellation.

4. Weatherford Independent School District shall make a final payment to the instructor of $108.00 after the contracted completion of the course, provided the contract be then fully performed, subject to the provisions of item three.

5. The Instructor may be discharged forthwith and payment for services terminated by Weatherford Independent School District for one or more of the following reasons, which shall constitute lawful cause for discharge; immorality, conviction of any felony or other crime involving moral turpitude, drunkenness, repeated failure to comply with official directives and established school policy, and physical or mental capacity preventing adequate performance of this contract.

6. The Instructor agrees to comply with School Board Policy 3090, concerning the use of facilities.

Weatherford Independent School District:
by Phil R. Simmons, Jr.
Director of Community Education

Instructor:
Betty Adler

EXHIBIT L

PROGRAM FINANCIAL REPORT

Program Oil Painting - Day Time 9:30 am to 11:30 AM
Date Begun 9-19 No. of wks. 4 Instructor Matthews / Rash

REVENUES

Registration # 13 @ $ 14.00 = $ 182.00
____ @ $ ____ $ ____
____ @ $ ____ $ ____
Other ____ $ ____
TOTAL INCOME $ 182.00

EXPENSES

Scholarships ____ $ ____
Instructor # 20 hrs. @ $ 6.00 /hr. $ 120.00
____ hrs. @ $ ____ /hr. $ ____
Instructor ____ miles @ ____ c/mile $ ____
Awards ____ $ ____
Equipment or supplies (Itemize on back) $ ____
Publicity:
Info. sheets # 13 Xerox @ 5c/copy $ .65
Info. sheets # ____ mimeograph @ 50c/100 $ ____
Mailing # ____ @ 15c (13c stamp & 2c envelope) $ ____
Other ____ $ ____
Miscellaneous: (1) 80% Refund $ 11.20
____ $ ____
____ $ ____
TOTAL EXPENSES $ 131.85
NET [✓ PROFIT] OR LOSS $ 50.15

B. French 10-25-78
Signature Date

SOURCES OF FUNDING

	72-73	73-74	74-75	75-76	76-77	77-78	Total
W.I.S.D.	$787	$ 2,659	($2,504)	$ 6,316	$17,820	$24,200	$49,278
Title III	-0-	19,910	25.000	11,500	-0-	-0-	56,410
TEA-ABE	-0-	-0-	-0-	3,000	4,000	4,000	11,000
Tuition	6,290	9,412	14,329	18,550	25,208	28,132	101,921
City of W'ford	-0-	2,000	4,850	8,600	9,628	10,418	35,496
Gifts & Bequests	3,521	5,053	5,867	6,742	7,130	7,234	35,547
Misc. Non-local	3,000	-0-	-0-	-0-	1,243	4,201	8,444
Total	$13,598	$39,034	$47,542	$54,708	$65,029	$78,185	$298,096

EXHIBIT M

SUMMARY OF 1977-78 FUNDING SOURCES AND COMPARISON WITH OTHER SCHOOLS WITH COMMUNITY EDUCATION PROJECTS

Funding Source	Weatherford CE Budget	Percent of W'ford CE Budget	Statewide Average
Tuition and Fees	$28,132	36%	18%
Weatherford ISD	$24,200	31%	28%
City of Weatherford	$10,417	13%	10%
Private Funds: United Way ... $6,000 Banks... ....950 Civic Clubs........285	$ 7,235	9%	1%
Non-Local Grants: TEA-ABE.........$4,000 TEA-Adult Voc....4,201	$ 8,201	11%	43%

EXHIBIT N

EXHIBIT O

COMMUNITY SCHOOL SUMMARY

Summer 1978

TITLE	TIME	MEETINGS	ENROLLMENT	COMPLETING	% COMP.	PROFIT/LOSS
Bookkeeping I	N	12	11	6	54%	$116.23
Calligraphy	D	10	11	8	72%	22.74
CPR						
June 6	N	4	10	10	100%	-0-
July 5	N	4	10	10	100%	-0-
Aug. 19	D	1	10	10	100%	-0-
Def. Driving						
May 4,11,18	N	3	34	23	67%	118.00
June 10,17	D	2	19	19	100%	19.00
July 18,25,Aug.1	N	3	25	24	96%	44.00
Exerobics						
(2 classes)	N	6	29	24	82%	85.00
Genealogy	N	4	10	7	70%	10.00
Golf	DNM					
Guitar	N	6	25	18	72%	25.00
*Gymnastics	D	12	10	8	80%	10.00
Oil & Gas	N	4	30	25	83%	60.00
Oil Miniatures	D	6	12	9	75%	44.20
Oil Painting						
Park	DNM					
Raub, Matthews	N	6	11	6	54%	28.90
Tennis						
#1	DNM					
#2	D	12	12	8	66%	25.00
#3	D	12	9	8	88%	
#4	DNM					
#5	N	9	9	4	44%	86.00
#6	N	9	10	8	80%	
#7	N	9	12	7	58%	
#8	D	12	10	6	60%	179.00
#9	D	12	12	9	75%	
#10	D	12	10	4	40%	
#11	N	9	13	10	76%	
#12	N	9	12	9	75%	
#13	N	9	8	6	75%	
Typing	D	20	12	8	66%	137.28
Upholstery	N	8	11	9	81%	45.00
Woodshop	DNM					

* Gymnastics not included in totals

Number of Classes Made....28 of 32
Day Classes Made..........10 of 13
Night Classes Made........18 of 19
Average Profit.............$37.33

Average Enrollment...13.82
Total Profit......$1045.35
Enrollment.............387
Completing.............295
% Completing...........76%

COMMUNITY EDUCATION FUNDING AND PROGRAMS
for
Lockhart, Texas

		Total Expenditures	Local Expenditures
1.	Senior Citizens Nutrition Sponsor: Capital Area Human Service, Inc. Lockhart Community Education 281/meals/5 days per week/260 days Facility: Community Education Center	$ 173,440	-0-
2.	Adult Programs Sponsor: Texas Education Agency Lockhart Community Education 4 days per week - 8:00 a.m. - 12:00 5:00 p.m. - 10:00 p.m. Adult Learning Center academic classes Facility: Community Education Center	14,580	-0-
3.	ESL - English as a Second Language Sponsor: Texas Education Agency Lockhart Community Education Adult Education academic classes Tuesday - Thursday - 7:00 p.m. - 9:00 p.m. Facility: Lockhart Public Library	9,944	-0-
4.	Caldwell County Senior Citizens Center Sponsor: Lockhart Community Education United Fund Capital Area Planning Council Senior Citizens Center - Open Monday through Friday from 12:30 p.m. - 4:30 p.m. Facility: Community Education Center	15,750	6,600
5.	Transportation for Elderly & Handicapped Sponsor: Texas Department of Transportation Lockhart Community Education Mini-bus operated by Community Education for Urban Mass Transportation Administration (UMTA) 16(6) 2-5 days/week Facility: Community Education Center	17,040	2,000
6.	Senior Citizens Social Meals Sponsor: Lockhart Community Education United Fund Meal on Wednesdays - Dress-Up Day Meal prepared and served by high school food service class Facility: Food Service Laboratory	1,200	1,200
7.	Information and Referral Sponsor: Lockhart Community Education Making available information on community education No direct cost involved since existing	-0-	-0-

	Total Expenditures	Local Expenditures
8. Regional Alcohol Probation Services Sponsor: Regional Alcohol Probation Services (RAPS) Lockhart Community Education Weekly sessions with persons serving probated alcoholic court sentences Facility: Regional Alcohol Service Building	$ 9,200	-0-
9. Educational Services Sponsor: Texas Education Agency Lockhart Community Education Regular Adult Vocational Classes Disadvantaged Adult Vocational Classes Avocational Classes General Information Classes Programs of Information about Educational Opportunities Facility: Classrooms in Lockhart High School	19,650	3,000
10. Recreational Services Sponsor: Lockhart Community Education City of Lockhart Summer swimming program Summer recreational program Organized activities Sports tournaments Facilities: Lockhart State Park City Parks City Swimming Pool	7,000	1,000
11. Green Thumb Sponsor: U.S. Department of Labor Lockhart Community Education Elderly (55 years and older) 3 days per week who need employment. Employed by government agencies only. Facility: Work in following programs (buildings) Lockhart Independent School District Caldwell County Winterization Program of Caldwell County Lockhart Historical Society	18,720	-0-
12. Rural Health Screening Program Sponsor: San Marcos - Hays County Health Department West Texas Health Service Lockhart Community Education	21,050	-0-
13. College Program Sponsor: Austin Community College Southwest Texas State University Lockhart Community Education College classes offered Facility: Classrooms in Lockhart Independent School District	1,800	6,000

		Total Expenditures	Local Expenditures
14.	Comprehensive Educational Training Program Sponsor: CETA Lockhart Community Education Training for unemployed and underemployed Facility: Community Education Center	$ 7,200	1,800
15.	Community Education Center Sponsor: Lockhart Independent School District Lockhart Community Education Governor's Committee on Aging Used as a center for special services daily, 8:00 a.m. to 10:00 p.m. Facility: Community Education Center	22,829	10,680
16.	Senior Citizens Housing Sponsor: FHA Caldwell County Senior Citizens, Inc. Lockhart Community Education 16 apartments for senior citizens at $100/mo. rent Facility: 16 apartments	300,000	-0-
17.	Voluntary Action Center Sponsor: Voluntary Action Center (VAC) City of Lockhart Helps Community Education with service programming. Facility: VAC Center	12,000	-0-
18.	Volunteers In Service To America (VISTA) Sponsor: Caldwell County Helps Community Education with a variety of programs. Facility: VAC Center	36,000	-0-
19.	E.S.E.A. Title IV - Part C - Community Education Grant Sponsor: Texas Education Agency Lockhart Community Education Grant to support Community Education in Lockhart Facility: Community Education Center	15,012	-0-
20.	Afterschool ACE Grant Sponsor: Texas Education Agency Lockhart Community Education Adult Education grant to sponsor afterschool youth and adult programs Facility: Community Education Center	4,480	480
21.	Federal Community Education Pilot Grant Sponsor: United States Office of Education Lockhart Independent School District A pilot project for the development of the broad concept of community education Facility: Community Education Center	27,430	19,580

COMMUNITY EDUCATION FUNDING SOURCES

College Station ISD

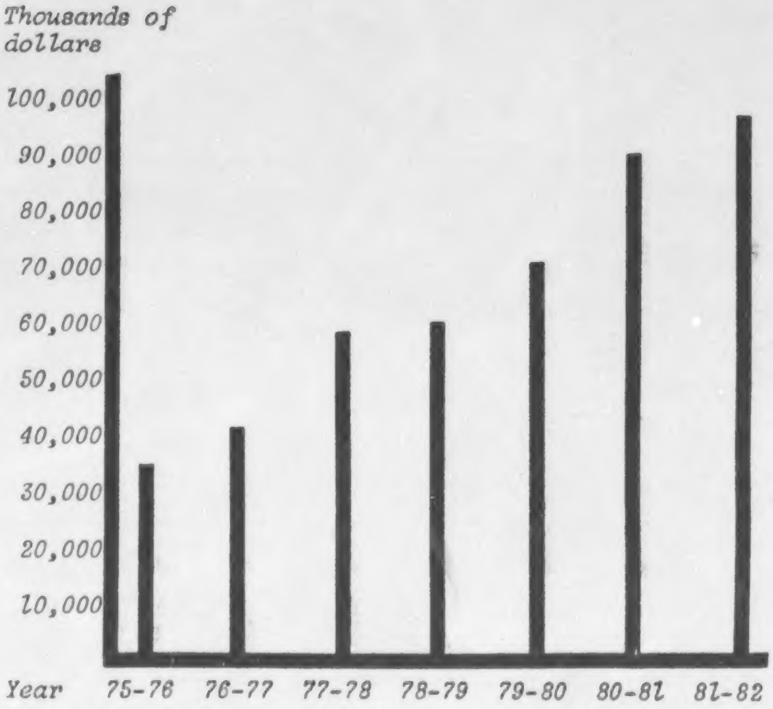
BUDGET

SOURCES OF INCOME FOR ALL 1981-1982 ACTIVITIES

Tuition and Reg. Fees	*$97,407.50*
Supplies and Texts	*$ 5,882.25*
City of College Station	*$ 787.00*
Texas Education Agency	*$34,709.00*
Adult Education Coop	*$14,450.00*
Texas Dept of Highways	*$ 2,109.54*
TEA Adult Vocational	*$ 991.05*
C.S. Recreation Council	*$ 1,014.26*
Building Use Fees	*$22,668.50*
Custodial Fees	*$ 390.00*
TOTAL	$180,409.10

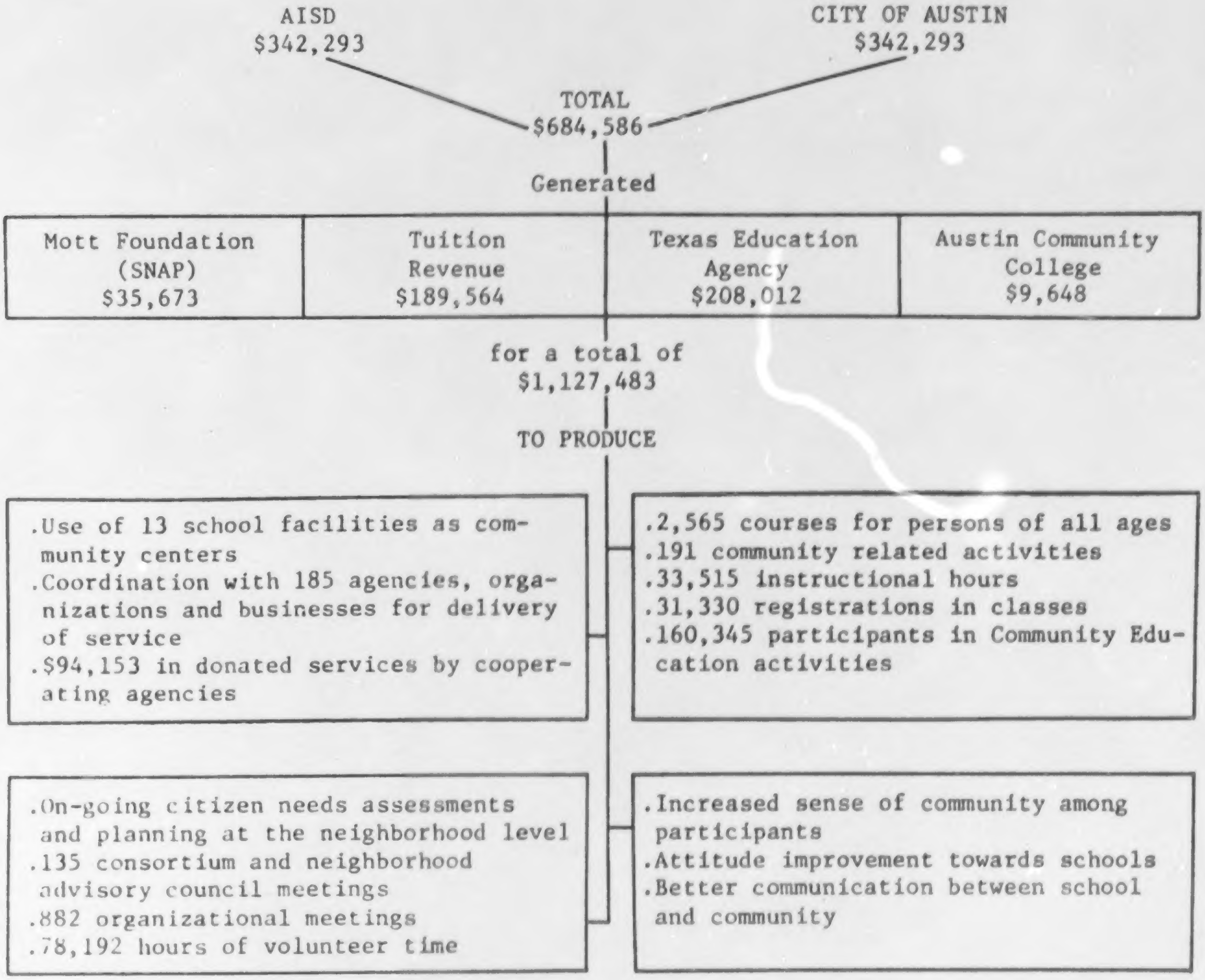
All above figures are approximate

COMPARATIVE INCOME FOR TUITION AND REGISTRATION FEES



Investment-Benefit

The investment by the City of Austin and the Austin Independent School District in Community Education in 1981-82 produced the following:



AISD
$342,293

CITY OF AUSTIN
$342,293

TOTAL
$684,586

Generated

Mott Foundation (SNAP)	Tuition Revenue	Texas Education Agency	Austin Community College
$35,673	$189,564	$208,012	$9,648

for a total of
$1,127,483

TO PRODUCE

- .Use of 13 school facilities as community centers
- .Coordination with 185 agencies, organizations and businesses for delivery of service
- .$94,153 in donated services by cooperating agencies

- .2,565 courses for persons of all ages
- .191 community related activities
- .33,515 instructional hours
- .31,330 registrations in classes
- .160,345 participants in Community Education activities

- .On-going citizen needs assessments and planning at the neighborhood level
- .135 consortium and neighborhood advisory council meetings
- .882 organizational meetings
- .78,192 hours of volunteer time

- .Increased sense of community among participants
- .Attitude improvement towards schools
- .Better communication between school and community

Austin Community Education Annual Report, p. 23

ALLEN INDEPENDENT SCHOOL DISTRICT COMMUNITY EDUCATION

Display Ad Budget

School Year 1982-83

I. Total Budget

$1584.00	Allen ISD Community Education
536.00	Cooke County Adult Education Co-op
2120.00	

II. Distribution by percentage in accordance with percentage of total year enrollment.

Session	AISD	C.E. $	Cooke County		Total
	%		%	$	
Fall/Winter 82	35%	554.40	59%	316.00	870.40
Spring I 83	35%	554.40	41%	220.00	774.40
Spring II 83	20%	316.80	0	0	316.80
Summer 83	10%	158.40	0	0	158.40
Totals	100%	$1584.00	100%	$536.00	$2120.00

III. Distribution by Newspaper Media

Session	Allen American			McKinney Courier Gazette		
	Col. In.	Rate	$	Col In.	Rate	$
Fall/Winter 82	80	1.20	96.00	80	2.75	220.00
	462	1.20	554.40			
Spring I 83	462	1.20	554.40	80	2.75	220.00
Spring II 83	264	1.20	316.80	0	0	0
Summer 83	132	1.20	158.40	0	0	0
Totals	1400	--	$1680.00	160	-	$440.00

State Funding for Community Education
Passed by the Sixty-Sixth Legislature
May 1979

Subject:

Community Education Services

Background/Rationale:

The State Board of Education Position Statement on the Community School Concept, dated April 8, 1972, states in part, "While, of design and by necessity, the system (local public education systems) and facilities have been designed to provide education for children and youth, the facilities are owned by the communities, are conveniently located in the neighborhood, and have enjoyed utility in social, recreational, governmental, citizenship, welfare, disaster, and other activities." The statement speaks to both the lack of community actualization and underutilization of school facilities and challenges "administrators and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, recreational services and activities appropriate to the needs of the community and the resources of our society."

The 64th Texas Legislature, in passing Senate Bill 366, May 1975, [Texas Education Code, Section 11.18(e)], concurred in the need for testing this hypothesis by authorizing the expenditure of state appropriations for adult education for pilot community school programs. They defined community education as "... the concept which involves the people of the community in a program designed to fulfill their educational needs, while promoting more effective use of public education facilities and other public facilities for the purpose of providing recreational, cultural, and other related community services."

In response to the legislative authority for pilot projects, an average of 57 pilot and 20 non-pilot projects per year were identified and operational during a four-year period. Also during a three-year period, based on annual reports, an average of approximately 100,000 people per year were involved in a variety of community education activities.

A study entitled "Community Education in Texas: A Status Report," conducted during fiscal year 1978, reinforced previous positions on the merit of the community school concept and indicated that the current state plan provides a proper framework for supporting the concept. The indications of high levels of support statewide, as well as the firm indication of positive results, justified continuing the support of new pilot sites each year and legislation for state sharing in the cost of continuing a successful effort.

Legislation Authorized:

The new legislation passed by the 66th Legislature (Senate Bill 350) would allow for public school districts that have established a high level of community involvement and community school programming, services, and activities, in any one year, to qualify for state reimbursement of a portion of a supervisory unit in the succeeding year. Emphasis would continue to be on mobilizing local support for the actual program services and activities, with state sharing only in the planning, coordination, and supervision of project implementation and activities. The expenditure level is based on the number of campuses estimated to qualify and apply during each year of the biennium.

Community Education Services (Section 11.201)

A. Any school district of this state classified common, independent school district, or rural high school district whose governing board elects to provide community education for all age groups may, upon application and pursuant to regulations prescribed by the Central Education Agency, be reimbursed for supervisory costs from state funds to the extent herein authorized. Only those districts will be eligible which have, in the previous or current year, achieved a level of community education services prescribed by the Central Education Agency. The regulations shall contain specific provisions for eligibility and program operation.

B. The cost to the state shall be paid from the foundation school fund, and this cost shall be considered by the Foundation School Fund Budget Committee in estimating the funds needed for foundation school program purposes.

C. For purposes of this section, community education services are defined in accordance with the definition contained in Section 11.18(a)(3) of this code.

D. Expenditures under this section shall not exceed $1,505,000 annually.

Comments

Provides $1,505,000 annually from foundation school funds for community education services.

Only those districts that have achieved a level of community education services prescribed by the Central Education Agency in the previous or current year will be eligible for these funds.

****

Also the 66th Legislature amended Section 11.18(e) of the Texas Education Code which allows use of adult education funds for pilot project development. These funds can be used to begin development of community education while the new legislation (Community Education Services - Section 11.201) allows for use of foundation school funds for eligible continuation projects. The amendment is as follows:

Adult Education (Section 11.18(e) of the Texas Education Code)

(e) Funds shall be appropriated to implement statewide adult basic education, adult bilingual education, high school equivalency, and high school credit programs to eliminate illiteracy in Texas and to implement and support a statewide program to meet the total range of adult needs for adult education, related skill training, and pilot programs to demonstrate the effectiveness of the community education concept. An additional sum of money may be appropriated for the purpose of skill training in direct support of industrial expansion and start-up, in those locations, industries, and occupations designated by the Texas Industrial Commission, when such training is also in support of the basic purpose of this section.

Comments

The amendment eliminates the five percent limitation on funding for pilot projects as a portion of all funds for adult education but still authorizes the use of funds for piloting the concept in school districts.

COUNCILS

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

COMMUNITY COUNCILS

Why Have Community Councils?

Many results become apparent once the community council has begun to function. Some of the results might be:

- an increase in participation in activities by youth and adults
- an improved educational "climate" in the community
- citizens' wants and needs are made known
- programs are added at the request of citizens
- secondary echelon of leadership is developed
- discussion of problems leads to lessening of crisis situations
- opinion leaders become identifiable
- many resources within the area are brought to bear on problems
- there is an awareness that "things" are accomplished more readily by a group than by individuals
- individuals build self-confidence
- members of the community realize they have a voice in their own future

The Community Council As A Group Process

The council very strongly affects the individual members. Attitudes, behaviors and life styles of the members can change due to their involvement in the group process. Some of the principles drawn from group process research are:

1. People are more likely to accept a changed pattern of behavior when they, themselves, have participated in the planning.
2. People are more likely to change their behavior if they see that other people like themselves are also planning and endorsing such a change in behavior.
3. People are more likely to act upon request if they can be persuaded to commit themselves to a positive decision at the time they hear the request.
4. The group itself can be used to stimulate consideration of the new action, to analyze the difficulties and suggest ways of overcoming them, and finally to arrive at some decision about the action being discussed.
5. If free discussion of the proposed action results in some general agreement among group members that they will participate in this action, there is a good chance that the action will be carried out.
6. A group decision can do a great deal to strengthen an individual's good intents and change his attitudes.

How A Community Council Assists The Director and Community Education

1. Provides a broad base of support.
2. Establishes a two-way communication system between the director and the community.
3. Establishes rapport in the community for the director.
4. Enables the director to evaluate ongoing programs.
5. Makes the program "community-centered" rather than director-centered.
6. Aids the director in planning and filling programs.
7. Keeps groups and clubs informed.
8. Uncovers potential problems within the community.
9. Group action affects change more effectively than an individual.
10. Unites the community behind a project.
11. Stimulates organizations to serve people more efficiently.

THE COMMUNITY COUNCIL

1. The council should represent the entire community: broad representation enables the council to be truly representative of the community it serves.

2. Wide representation usually includes involvement of:

   - agencies
   - school (principal and staff)
   - local businesspersons
   - parents, non-parents, students

3. Councils may be formed by: appointment election volunteers

4. The council should adopt its own best procedures to assure proper development of the steps of its work:

   - assess needs
   - assess priorities
   - gather information
   - involve appropriate agencies
   - take action
   - evaluate results
   - continuation of program development and process

5. The effective council uses various methods to conduct orderly and effective meetings:

   - use of subcommittees and task forces
   - implement effective group processes to share the maximum amount of information on each topic
   - setting priorities with relationship to needs and resources

6. It is advisable for a council to deal with simple issues in its early stages and more complex and multiple issues after it develops the necessary skills.

7. Councils should develop the ability to establish ongoing relationships with other agencies and the existing power structure.

8. The role of the community school coordinator with the council includes that of advisor - facilitator - consultant.

9. The council needs to determine its proper role with respect to exercise of "power," "authority," and "responsibility."

10. It is important to continually train council members in skills necessary to conduct effective and productive meetings.

11. The council is responsible for developing positive leadership in the community and involving people in the decision-making process.

12. The council should be responsible for the expansion of a community's understanding of the social forces that operate in their community.

13. Develop a system for community school communication to promote the concept of community education.

14. A knowledge of how to identify power structures in the community.
    a. knowledge of existing formal leadership
    b. knowledge of existing informal leadership
    c. knowledge of:
        (1) local school structure
        (2) local community structure
        (3) political base

INTERVIEW FORM*

NAME ________________________________ # ____________________

HOME ADDRESS __________________________ PHONE ________________

BUS. ADDRESS __________________________ PHONE ________________

REPRESENTATIVE OF: ____

INTERVIEWED BY: _______________________ DATE _________________

A. If you had a plan for improving ____________, what five people would you go to for help -- what segment (group or part) of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

B. In your estimation, who are the five most successful (financially or influentially) people in _______? What segment of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

C. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What segment of the community do they represent? How can they be contacted?

NAME	SEGMENT	PHONE # AND/OR ADDRESS

D. What are the three most important local problems facing __________________?

E. What are the strengths or resources of __________________ that should be used in dealing with these community problems?

*This form can be used in identifying leaders in the community to support community education or to participate on a council.

Advisory Council Structures and Bylaws

These tips have been collected from many sources and are passed along here with the hope that the authors will be glad to share them with you without the full credit they deserve.

1. The structure of a council is necessarily influenced by its scope, nature of business and the agency it advises.
   Examples: (a) neighborhood council, (b) citywide council, (c) special-interest council, (d) short-term task force.

2. When councils are formed, educators and citizens should discuss and agree on basic issues.

   a) While school boards cannot delegate decision making authority, they can encourage councils to participate by preparation of recommendations.

   b) The need for citizen impact is one of the basic reasons for the council.

   c) Ways of sharing and distributing power must be found so that every person in this bureaucratic society can feel they make a difference.

3. Structure of a council should allow:

   a) Systematic means of two-way communication between citizens and the board.

   b) Organization of a process of (1) identifying concerns, (2) identifying solutions, (3) organizing for action, (4) carrying out the action, (5) evaluating the action, and (6) continuing the process.

   c) Continuity. A formal structure means that a change in school personnel or community leaders will not bring the community involvement to an end.

   d) Opportunities for restoring a sense of community, and encouraging meaningful participation in dealing with real problems and concerns.

   e) Leadership can only develop when opportunities are present whereby people can become involved in decisions of importance.

   f) Involvement by many will be enhanced if the council:

      (1) Is action oriented. Task forces may include non-council members to work on short-term basis to accomplish a specific task.

      (2) Serves as a coordinating nerve center for the efforts of many people and agencies.

      (3) Operates in an informal, open atmosphere, encouraging contributions, ideas and participation. It should feel free to suspend the usual order of business to deal with pressing concerns or allow anyone to voice a concern or make a suggestion.

SAMPLE
CAMPUS COMMUNITY SCHOOL COUNCIL
BYLAWS

ARTICLE I NAME

The name of this organization shall be ____________ Community School Advisory Council.

ARTICLE II GOALS

To develop an effective communication system between school and community.

To help educate and enrich the members of the community.

To develop a closer relationship and a better understanding between the parents and teachers.

To appoint subcommittees to the council to handle community needs.

ARTICLE III POLICIES

Section 1. This council shall govern its activities so as to remain a school identified organization as established by the policies of the board of education.

ARTICLE IV MEMBERSHIP

Membership of the community school advisory council consists of (1) elected officers as explained in Article V, (2) members appointed either by the president or by the group they represent to represent specific school functions, (3) school representatives, principal, community school director, teachers, etc., (4) members appointed either by the president or by the group they represent to represent specific community functions.

ARTICLE V OFFICERS AND THEIR ELECTION

Section 1. The officers of the council shall be: President, Vice-President, Secretary, Treasurer.

These officers shall be elected annually before the last regular meeting of the year (school year).

Officers shall serve for a term of one year and shall remain in office until their successors are installed. Installation shall be at the last regular meeting of the school year.

No officer shall be eligible for the same office more than two consecutive years.

Section 2. The executive board shall appoint a committee on nominations consisting of five members.

One member shall be appointed from the executive board, one from the appointed positions, one from the school representatives, and two from the organization and community representatives one of which must be a member at large.

The committee on nominations shall report one month before the election meeting. It shall name one or more candidates for each office.

At the election meeting of the council additional nominations may be made from the floor.

Consent of each candidate must be obtained before his name is placed in nomination.

Section 3. Officers shall be elected by ballot by the council.

Section 4. A vacancy occurring in any office shall be filled for the unexpired term by a person elected by a majority vote of the members of the executive board.

ARTICLE VI DUTIES OF OFFICERS

Section 1. The president shall preside at all meetings of the council and of the executive board; be an ex officio member of all committees except the committee on nominations; appoint, with the recommendation of the executive board, all special committee chairperson; and sign all orders drawn on the treasury in the absence of the treasurer.

Section 2. The vice-president shall act as an aide to the president and shall perform the duties of the president in the absence or inability of that officer to serve.

Section 3. The secretary shall keep an accurate record of all meetings of the council and of the executive board. Minutes of the preceding month at the regular council meeting shall be read by the secretary.

Section 4. The treasurer shall keep an accurate record of receipts and expenditures; pay out funds only as authorized by the council.

A statement of account, when requested, at meetings of the council and of the executive board shall be presented by the treasurer.

The treasurer shall make full report at the regular council meetings.

Section 5. All officers shall deliver to their successors all official materials at the final regular council meeting.

ARTICLE VII MEETINGS

Section 1. Regular meetings of this council shall be held as determined by the council.

The final regular meeting of the school year shall be known as the annual meeting. At this meeting, annual reports shall be received and officers shall be installed.

Section 2. Meetings shall be open to the public; but the privilege of making motions, and voting shall be limited to members of the council.

Section 3. Notice of all regular meetings shall be given at least one day before the date of the meeting.

Section 4. Special meetings may be called by the president, the executive board, or by the written request of ten members.

Section 5. After the election meeting and before the third week of the school year, the retiring president shall call a meeting of the new and retiring members of the executive board. This meeting is for the purpose of closing the past year's business and turning over all official materials to the new officers and committee representatives.

ARTICLE VIII EXECUTIVE BOARD

Section 1. The executive board shall consist of the elected officers of this council, and the principal, and/or the community school director.

Section 2. Meetings of the executive board shall be called by the president or by a majority of the board members.

Section 3. The duties of the executive board shall be to adopt the agenda for the council meetings, create standing committees, transact necessary business in the intervals between council meetings; do such other business as may be referred to it by the council and report at the regular meetings of the council.

ARTICLE IX COMMITTEES

Section 1. Committees shall be created by the executive board as deemed necessary to promote the objects and carry on the work of this council.

The chair of the committees shall be selected by the executive board. Their term shall be one year. They may be reappointed.

Chairpersons of all committees shall present plans of work to the council and no work shall be undertaken without approval of the council.

ARTICLE X

Section 1. These bylaws may be amended at any regular meeting of the council by a two-thirds vote of the members present and voting, provided notice of the proposed amendment shall have been given at the previous meeting.

Section 2. A committee may be appointed to submit a revised set of bylaws as a substitute for these bylaws only by a majority vote of the executive board.

ARTICLE XI PARLIAMENTARY AUTHORITY

Robert's Rules of Order Revised shall govern this council in all cases in which they are applicable and in which they are not inconsistent with these bylaws.

SAMPLE
RECOMMENDATIONS REGARDING LOCAL COMMUNITY SCHOOL ADVISORY COUNCILS

Overview

Neighborhood Campus Community School (Advisory) Council means a group representative of a school attendance area or neighborhood made up of all socioeconomic levels, school students and personnel, business, labor, and others for the purpose of advising the principal and community school director on community school needs (including educational), programming, and citizen involvement.

Responsibilities

While the ultimate responsibility for most areas of school policy is determined by state law and the board of education, community school advisory councils can and should play an important role in assessing of policies, programs, activities, and functions of the schools. They can also participate in the assessment of all kinds of needs, the establishment of priorities, and offer other advice on the resource needs of the school and the community.

It is hoped that all issues and concerns raised by the advisory council can be resolved at the local school level. However, the districtwide community education council, the central school administration, and city officials can be available to assist the local councils with specific issues.

Composition

The membership of each council should definitely include representatives of at least the following groups:

1. Parents
2. Certified school staff
3. Classified school staff
4. Students
5. Organized school groups (PTA, homeroom parents, etc.)
6. Organized community groups (neighborhood associations, block clubs, etc.)
7. Senior citizens
8. Business
9. Community school coordinator and principal
10. Adult education director

Other resource persons available to work with the council in an advisory capacity include:

- Representatives of youth-serving agencies (scouts, YMCA, etc.)
- Representatives of municipal agencies (recreation department, planning department, police department, etc.)
- Representatives of governmental agencies (county health department, cooperative extension service, etc.)

- Representatives of other private agencies (Voluntary Action Center, etc.)
- Representatives of the district's instructional and administrative staff
- Representatives of institutions of higher education, including community colleges and universities

Important Considerations:

- Council members representing parents and residents should live in the service area of the designated community school.
- Council members representing the business sector should either maintain a residence or a business enterprise within the service area of the designated community school.
- All meetings of the council should be open to all residents.
- Councils may add to their membership any groups and/or organizations, not listed herein, that it might deem desirable or necessary.

Size

The size of each council shall be determined by each council at the local level. The number of representatives for each group on the council shall also be determined at the local level.

Important Considerations:

- Optimally, a council should have a minimum official membership of fifteen (15) people and a maximum official membership of thirty (30).
- The membership of each council should be weighed in favor of the community with residents, rather than school staff, comprising the majority.
- Councils which might be developed at the secondary level (junior and senior high schools) should provide for the representation of students.

Selection of Council Members

Council members should be either elected, appointed, or otherwise selected by their respective groups and any combination of these three methods is acceptable.

Important Considerations:

- Neither the administrative staff at the local school level, community school director or district level administrator should select or appoint council members--other than their own respective administrative representatives.

- Every effort should be made to ensure that the make-up of every council is representative of the racial, ethnic, sexual, and socioeconomic composition of the area and student body being served.

Terms of Council Membership

The terms of membership for council members should be structured on a "staggered" schedule. Thus, some members should serve one-year terms, while others will serve two, and possibly three-year terms. This method will ensure that there will not be complete change in council membership during any given year. However, this does not imply that a member might be denied from serving more than one term.

Organization of Councils

1. Purpose: The goals and objectives of the council should be carefully considered and clearly stated.

2. Officers: The following items pertaining to officers should be specified.

   A. Duties and responsibilities
   B. Terms of office
   C. Method of selection

3. Attendance: Some system should be developed to assure regular participation by council members. Such participation is important and necessary if the council is to achieve its purposes and objectives.

4. Meeting Requirements: It is recommended that all councils conduct meetings on a regularly scheduled basis as this will allow for continual and direct communication between the school and community. It will also allow council members to adjust their own schedules. Such a schedule of meeting dates should be determined by a general consensus of council members.

5. Committees: The extensive involvement of the councils in carrying out their functions and responsibilities will probably necessitate the establishment of both temporary and permanent committees.

6. Amendment Process: Each council should develop a mechanism to change, or delete, those sections of their bylaws and/or procedures which are not deemed necessary or which affect the extent to which the council is able to achieve its desired goals and objectives.

7. Quorum: It is recommended that council meetings not be considered official unless there is a quorum of members present. The number of members necessary to constitute a quorum should be determined by each individual council. However, a quorum is generally never less than one-third of a group's membership.

Community Council Functions

The following is a recommended list of some of the major functions that a community school advisory council might perform:

- Communications

  The council should concern itself with improving communications within the community. This can best be accomplished by fostering more and better lines of communication between the various governmental units and community residents. The development of a system of continual dialogue should be a major goal in order that community residents are fully involved in the decision making process on local projects and programs.

- Facility Utilization and Maintenance

  The council should concern itself with the manner and extent to which existing public facilities are being used. A major goal should be to ensure that schools and other public facilities are being used to the maximum potential for community purposes. The council might also concern itself with investigating the potential to convert existing space within public facilities to more useful and needed purposes. Special consideration might also be given to the possibility of cooperative approaches to building and grounds maintenance by city and school officials.

- Planning for New Facilities and Renovations of Existing Facilities

  The council should be involved in the planning and development of new public facilities in the community. This might include working directly with the school, city and county staffs, and architects to ensure that new facilities reflect the needs and aspirations of the community as well as their maximum utility for community purposes.

- Youth Activities

  The council should concern itself with developing an interesting, diversified, and meaningful program of activities and events for the children who reside in the community. It is essential that the council work closely with representatives of the student body and the schools in developing this program.

- Adult Activities

  The council should concern itself with developing a diversified, interesting and meaningful program of activities and events for adult residents of the community. Special emphasis should be given to finding ways to encourage parents to become active in the school and community-sponsored programs, as well as adult programs designed for and by adults. It is recommended that a needs assessment survey be conducted to determine the needs and desires of the adult community.

- Community Social Concerns

  The council should concern itself with gaining a better understanding of the concerns and problems in the community. The council should serve as a "clearinghouse" for such concerns by offering both advice and direct assistance in seeking ultimate solutions. It is anticipated that a council could become involved with such concerns as those related to redevelopment, housing, traffic safety, health, drugs, recreation, unemployment, crime, delinquency, transportation, etc. To achieve the ultimate goal of eliminating these social ills and improving the quality of life in the community, it is further recommended that the council: relate to and work with the various groups and organizations that operate in the community, and utilize the resources of the schools, social service agencies, municipal government, and all the interested parties--making specific referrals and requests when it is deemed desirable and necessary.

- Human Relations

  The council should be involved in promoting human relations within the community. Emphasis should be placed on initiating, developing and implementing programs and activities specifically designed to improve human relations.

- Community Affairs and Activities

  The council may encourage the implementation or furtherance of a variety of activities and events designed to stimulate a true feeling of community--involving young children, teenagers, parents, senior citizens, etc. Appropriate examples of these activities would be: fairs, carnivals, dances, dinners, receptions, contests, etc.

- Coordination of Social Services

  The council should be involved in working with the various governmental agencies and nonpublic social service organizations functioning in the community. Efforts should be made to develop coordination and to avoid duplication of services.

Other Important Considerations:

- The functions and responsibilities as stated herein are not to be interpreted as all inclusive.

- Any resident should feel free to bring any community-related problem to the attention of the council for discussion and potential action.

- School or other agency representatives should feel free to bring any related problem or opportunity to the attention of the council for discussion and potential action.

SAMPLE
RECOMMENDATIONS REGARDING THE DISTRICTWIDE COMMUNITY COUNCIL

Overview

Any intergovernmental undertaking which includes joint funding and a high degree of citizen involvement requires a great deal of coordination and articulation between all affected parties. This is particularly true of a jointly-sponsored community school program with its many inherent opportunities and responsibilities for individual citizens, related agencies and the community-at-large. If community school programs in the area are ever to reach their full potential, steps must be taken to assure that local citizens; the primary sponsors (city and school district); and the many other affected agencies and organizations, formalize their mutual understandings and commitments; it is with this thought in mind that the formulation of a districtwide or communitywide council is recommended. Just as the campus community school advisory councils serve to enhance communication linkages, needs assessment, program development and general coordination at the neighborhood level, the community council is expected to have similar functions at the district or community level.

Responsibilities

As presently conceived, the community council would serve as the primary coordinating and advisory body on all matters related to community schools and related community service programs throughout the school district. More specifically, it is suggested that this body retain the following primary responsibilities:

1. Provide a formal linkage between existing community schools and those agencies which contribute to their financial support.
2. Serve as a clearinghouse for information regarding community schools and related community service programs.
3. Serve as an on-going advisory committee on matters related to school-city-community relationships.
4. Serve as a central review body on all requests related to the establishment, expansion or curtailment of community school programs within the community.
5. Provide direction to the implementation and/or modification of the community school advisory councils.

Within this general framework, the council might devote its attention to a wide range of activities. The dimensions of these activities should be outlined by the council soon after its formation.

Composition

It is recommended that the total membership of the community council include at least the following:

1. The superintendent of school district or his/her representative.
2. The manager of the city or his/her representative.
3. One member of the board of education.
4. One member of the city council.
5. One lay member of each local community school advisory council.
6. One professional staff member from each community school.
7. One lay or professional representative from each social, recreational or educational organization in the area which is significantly related to community schools. These might include, but not be limited to, Boy and Girl Scouts, PTA, 4-H, neighborhood associations, etc.

Membership and Structure

In addition to the foregoing general recommendations, it is further suggested that the community council be constituted as follows:

Executive Committee

It is recommended that the initial leadership for council activities be vested in a five-member executive committee consisting of:

1. The chief administrative officers of both the city and the school district or their respective designees (2).
2. The designated representatives of both the city council and school board (2).
3. A lay chairperson elected by the general membership from those representatives of the local school advisory councils.

General Membership

It is recommended that voting privileges on the council be limited to the lay and professional representatives of the local school advisory councils and the executive committee. These two groups would, therefore, comprise the general membership.

Associate Membership

It is recommended that representatives of those many other organizations, agencies, and institutions which are identified as having a significant relationship to community schools be involved in the council's deliberations in an associate or nonvoting capacity. Therefore, their role should be one of advisement and consultation rather than direct policy determination. At any time that one or more of these entities becomes a major, direct financial contributor to the overall program, they should be considered for inclusion in the general membership. In addition, this would require the involvement of their chief administrative officer or representative and a member of their elected governing board on the executive committee.

All meetings are open; schools interested in becoming a community school should be encouraged to attend.

Size

The size of the council will necessarily be dependent upon the number of community schools that are operational at any particular point in time. It will also be dependent upon the number of agencies who contribute direct financial support to the program or who are considered to be significantly related to community schools.

Selection of Council

All members of the council should be either elected or appointed by their respective groups. It is recommended that both the school district and city be personally represented by their chief administrative officers or a high level designee.

Terms of Council Membership

With the exceptions of the city manager and the superintendent of schools or their designees, it is recommended that council membership be structured on a "staggered" schedule to ensure that there will not be a complete change in council membership during any given year. The details regarding these terms of membership should be determined by the council shortly after its establishment.

Council Organization

It is recommended that the council develop procedures relating to their general organizational structure and functions. It is further recommended that these procedures be formally accepted by both the school board and city council within six (6) months after the formulation of this body. This document should include specific reference to the council's purposes, officers, attendance requirements, subcommittee structure, amendment processes and quorum requirements.

Guidelines for Action

It is recommended that:

1. The council should determine the interim chairperson of the executive committee. On or before _______________, the interim chairperson shall call a meeting involving:

    * The superintendent or his/her designee.

    * The manager of the city or the designee.

    * One member of the City Council.

    * One member of the School Board.

    * One lay representative from each of the existing community schools.

    * One professional representative (principal, teacher, or community school coordinator) from each of the community schools.

    The agenda for the aforementioned meeting shall include the election of a permanent chairperson; the consideration of these general recommendations regarding the structure and functions of the council; and the review and/or modification of a suggested joint community school resolution to be placed on the agenda of both the city council and school board.

2. On or before ____________, the elected council chairperson will call a second meeting of the membership to finalize the operational procedures, general committee operations, and identify prospective associate members.

3. On or about _________, the council will forward letters of invitation to suggested associate members requesting their participation in council activities. Invited members will be requested to indicate their intentions by return mail or phone.

4. On or about ___________, the council will hold its first formal meeting involving all affected parties. A primary function of the first meeting will be to review community requests for the establishment of the community school program.

VOLUNTEERMENT: STRENGTHS AND WEAKNESSES

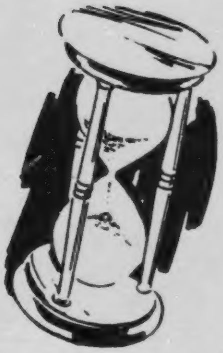
METHOD	STRENGTHS	WEAKNESSES
VOLUNTEERMENT	(1) ALLOWS INTERESTED PERSONS TO SERVE ON THE COUNCIL	(1) NO ASSURANCE OF REPRESENTATIVENESS OF COMMUNITY
	(2) INTEREST AND PARTICIPATION CAN BE HIGH AND PERSONAL	(2) POSSIBLY ATTRACT PERSONS WITH SIMILAR SOCIO-ECONOMIC BACKGROUNDS AND SPECIAL INTEREST AREAS
	(3) EASY METHOD TO ADMINISTER	(3) PRESENCE OF COMMON INTERESTS REDUCES EXPOSURE TO NEW IDEAS
	(4) STRATEGY IS PUBLICLY DEFENSIBLE	(4) INTEREST MAY WANE AS ACTIVITIES CHANGE

ELECTION: STRENGTHS AND WEAKNESSES

METHOD	STRENGTHS	WEAKNESSES
ELECTION	(1) ALLOWS FOR DEMOCRATIC SELECTION	(1) DIFFICULT TO MANAGE IN A GENERAL COMMUNITY SETTING
	(2) REPRESENTS MAJORITY INTERESTS	(2) OFTEN WILL NOT ALLOW FOR MINORITY INTERESTS TO BE REPRESENTED
	(3) ALLOWS SPECIFIC GROUPS TO SELECT THEIR REPRESENTATIVES	(3) TENDS TO EXCLUDE INDIVIDUALS NOT WELL KNOWN
	(4) FACILITATES DIRECT ACCOUNTABILITY TO SPECIFIC GROUPS	(4) ACCOUNTABILITY MAY BE TO A SPECIAL INTEREST GROUP RATHER THAN THE COUNCIL ITSELF

APPOINTMENT: STRENGTHS AND WEAKNESSES

METHOD	STRENGTHS	WEAKNESSES
APPOINTMENT	(1) CAN SECURE PEOPLE REPRESENTATIVE OF DIVERSE INTERESTS OF THE COMMUNITY	(1) NOT A DEMOCRATIC SELECTION PROCESS
	(2) EASY METHOD TO ADMINISTER	(2) CAN BE MANIPULATED TO SECURE ONLY SUPPORTIVE PEOPLE
	(3) IDENTIFIED POLITICAL/ ECONOMIC/SOCIAL LEADERS CAN BE SECURED	(3) OFTEN THOSE SELECTED ARE SUPPORTIVE OF ACTIONS TAKEN BY THE GOVERNING BODY, RATHER THAN INTRODUCE NEW IDEAS
	(4) NEW PERSONS CAN BE ENCOURAGED TO BECOME INVOLVED	(4) NO DIRECT ACCOUNTABILITY TO THE COMMUNITY OR GROUP BEING REPRESENTED



TERM OF SERVICE

"How long should a person serve on a council?" is a very important question. Too short of a term does not allow for maximum utilization of the volunteer, and long terms encourage clique formation, lack of new ideas, and often "burn-out". There are several considerations to be taken into account when determining the appropriate term of service (tenure) for a council.

A common fault of councils is to make the term of service one year in duration. Such a short term does not allow ample time for a member to become familiar with their role and develop the necessary skills which could enhance their ability to carry out that role. There should also be enough time for the members to develop projects, and guide them to their completion. A tenure of one year also causes turnover of all members each year, thus destroying any form of continuity.

Councils should develop tenure practices which involve two-three year commitments. Increased length of service allows councils to study problems and issues, consider alternative solutions, develop projects, and guide them to their completion. Longer terms also encourage development of strong working relations among the members. A two-three year term of service allows for a plan of rotation. Such a system optimizes the yearly replacement of a portion of the council, while leaving a body of experienced individuals. The size of this body is influenced by whether the terms are of two or three-year length. Two-year terms can be expected to cause the loss of one-half of the membership each year, while three-year terms would cause the loss of one-third. A three-year rotation would generally find one-third new members bringing with them their new ideas and concerns, one-third with one year of service, and one-third having two years of previous experience, the latter two groups committed to the plans of action of the council. Regardless of the length of service, each council membership should hold the tenure, not the person. Thus, if a person with a three-year term leaves the council after one year, another person will join the council for the remainder of the departed person's term. Such a procedure allows for the rotation system to remain on schedule, and maintains the continuity desired by the organization.

The term of service should be known by each potential council member before he or she accepts the responsibility. The tenure policy should always be included in the organization's by-laws.

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From Comal County ISD

ADVISORY COMMITTEES

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

    1. I want to be informed, but not directly involved
    2. I want to provide input, but not directly involved
    3. I want to be involved in decisions about the activity
    4. I want to be involved in decisions and involved directly in the activity.

1.	Serve as a communication link between community education and your neighborhood or organization.	Yes	No	1	2	3	4
2.	Assist in surveying neighborhood reactions to community concerns, problems, wants and needs.	Yes	No	1	2	3	4
3.	Assist in identifying resources within the community.	Yes	No	1	2	3	4
4.	Participate in presentations about community education to other related community agencies and organizations.	Yes	No	1	2	3	4
5.	Assist in developing policies and procedures for the community education project.	Yes	No	1	2	3	4
6.	Assist in recruiting and screening community school teachers.	Yes	No	1	2	3	4
7.	Assist in planning and implementing staff development activities.	Yes	No	1	2	3	4
8.	Assist in supervision of community education activities.	Yes	No	1	2	3	4
9.	Assist in determining class and activity schedules.	Yes	No	1	2	3	4
10.	Assist in preparation of required reports to funding agencies.	Yes	No	1	2	3	4
11.	Participate in determining project goals and objectives.	Yes	No	1	2	3	4
12.	Participate in planning project implementation and management plans.	Yes	No	1	2	3	4
13.	Help determine the effectiveness of programs, activities, and community education projects.	Yes	No	1	2	3	4
14.	Participate in planning facility use for community education activities.	Yes	No	1	2	3	4
15.	Assist in developing activities designed to provide a forum for community concerns.	Yes	No	1	2	3	4

THE BLOCK PLAN OF ORGANIZATION

Introduction

One good means of binding together school and community is through the block* section, or neighborhood plan of organization. Through this plan it is possible to communicate with all people in the community block by block. The plan has many strengths in helping people establish common goals toward which they may work. To simplify organization, each block section, or neighborhood community, has a leader. This leader is a member of the neighborhood or community council. The neighborhood or community council serves to coordinate programs and work carried on by block leaders. Each block leader is a volunteer. The community school director works very closely with each block leader in their area. The block leader is selected by the block, section, or neighborhood making up the area. The block leaders can compose the neighborhood or community council. Thus, if there are five blocks, sections, or neighborhoods in the community, the council would have five block leaders.

The following was taken from material prepared by Pat Barley, Community School Director of Freeman School in Flint, Michigan.

General Goal

To inform the neighborhood or community on all issues and to make the people realize their responsibilities to themselves, children, and their community.

Block Leader Duties

1. Gather and pass on all information to the council from neighbors pertaining to school and community problems and projects.

2. Work with the area in keeping the area and council informed and to keep communication flowing.

3. Be an information station for the people of the area in all matters pertaining to the welfare of the neighborhood or community.

4. Help individuals and groups in the proper procedure for handling issues and problems for the welfare of all.

5. Establish the grass root democratic procedure in the neighborhood and encourage people to use their rights.

6. Work with and keep the community school director informed about anything which would help make the program the best for the entire neighborhood or community.

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* Block can mean a section of the community or neighborhood.

HOW TO KNOW WHAT YOUR NEIGHBORHOOD COUNCIL SHOULD DO

Knowing exactly what your neighborhood council should be doing in order to fulfill its functions as originally conceived is important to your success. The following items can serve as a checklist for you to evaluate your neighborhood council as well as identify the specific roles the neighborhood council should be fulfilling in any neighborhood.

____ 1. Conducts regular neighborhood town meetings in which any resident has an opportunity to discuss issues of concern to them.

____ 2. Recruits members from the neighborhood for each of the subcommittees of the neighborhood council committee.

____ 3. Elects officers and/or chairpersons for each of the committees.

____ 4. Sees that the neighborhood is represented at all meetings of the city-wide committees, and that their reports are given at your neighborhood council meetings.

____ 5. Systematically identifies comprehensive neighborhood needs and problems at least once every two years while planning and conducting specific needs assessments periodically.

____ 6. Develops a set of goals and objectives, including current and long range, based on the neighborhood needs and interests.

____ 7. Develops a program calendar scheduling all the objectives they intend to accomplish.

____ 8. Conducts projects in the neighborhood to meet existing needs or interests.

____ 9. Provides regular recognition of those individuals, groups, institutions in the neighborhood who have made positive contributions to the neighborhood.

____ 10. Holds an annual celebration for the neighborhood to acknowledge the accomplishments and positive changes within the neighborhood.

____ 11. Distributes a regular newsletter to every residence in the neighborhood.

____ 12. Seeks opportunities to tell the neighborhood council story throughout the neighborhood.

____ 13. Documents its own activities through a neighborhood scrapbook.

Role Identification

* The following tasks, not all inclusive, help facilitate the Community School Education process. These tasks require the action of either the Community School Coordinators, Community School Council, or both. Indicate whose *primary responsibility* it is to perform these tasks.

(please check)

		CO-ORDINATOR	COUNCIL	BOTH
1.	Develop building supervision procedures.	☐	☐	☐
2.	Maintain program records.	☐	☐	☐
3.	Schedule classes and activities.	☐	☐	☐
4.	Identify, recruit and train volunteers.	☐	☐	☐
5.	Provide inservice training for Community School staff.	☐	☐	☐
6.	Set program goals and objectives.	☐	☐	☐
7.	Assist in class/activity registration.	☐	☐	☐
8.	Conduct community needs assessments.	☐	☐	☐
9.	Develop program evaluation procedures.	☐	☐	☐
10.	Develop program budget.	☐	☐	☐
11.	Obtain program financial support.	☐	☐	☐
12.	Disseminate the philosophy of Community Education.	☐	☐	☐
13.	Maintain communications between school and community.	☐	☐	☐
14.	Facilitate interagency cooperation.	☐	☐	☐
15.	Develop a Community School newsletter.	☐	☐	☐
16.	Publicize Community School activities.	☐	☐	☐
17.	Seek involvement of new people in Community School activities.	☐	☐	☐
18.	Assist in program evaluation.	☐	☐	☐
19.	Coordinate interagency efforts.	☐	☐	☐
20.	Make recommendations to school system relative to program development.	☐	☐	☐
21.	Other ____________________	☐	☐	☐
22.	Other ____________________	☐	☐	☐
23.	Other ____________________	☐	☐	☐
24.	Other ____________________	☐	☐	☐
25.	Other ____________________	☐	☐	☐

* Following completion of this exercise by the coordinator and the community school council, responsibilities for implementing community education can be determined.

Community Education Interaction Exercises
Warden, p. 5

PREPARING FOR A MEETING

Participants in meetings should feel that the time they have spent has been worthwhile. Although no one can guarantee that all meetings will be regarded as meaningful, the chairperson or convener can take some steps to make them as effective as possible by carefully arranging for facilities and materials or by asking another person to make those arrangements.

The checklist presented below can be used by any person who assumes this responsibility.

Item	Arrangement Completed (✓)
1. Publicity	______
a. Are meeting dates adequately publicized so that people who plan to attend know the place, time, and date of the meeting?	
b. Has a tentative agenda been prepared and sent to members of the group, and others?	
2. Space	______
a. The room is large enough that several small groups can meet simultaneously.	
b. The room can accommodate a single large group.	
c. The walls can be used to post newsprint.	
d. Both temperature and ventilation can be controlled.	
3. Access	______
a. Keys are available to all space that will be used.	
b. Restrooms are accessible.	
c. A phone is available.	
d. Duplicating equipment is available, if desired.	
4. Furniture	______
a. Tables and chairs are plentiful.	
b. Furniture can be moved around freely.	
5. Materials	______
a. Enough easels and chalkboards are available for writing.	
b. Special equipment is available such as overhead projector.	
c. Newsprint, markers, and masking tape are ready.	
d. Clipboards, paper, pencils, and pens are supplied.	
e. Plenty of chalk is handy.	
6. Refreshments	______
a. Food and drink is prepared.	
b. Napkins, cups, and paper plates are on hand.	

ROLE OF THE GROUP CONVENER

The convener of a group is responsible for conducting meetings, leading discussions, and making sure that the group is using effective processes for doing its work.

As group leader, the convener is conscious of the potential for dominating the group and tries to control such tendencies. Therefore, the convener avoids talking a lot, records everyone's comments, and does not argue vociferously with group members. He or she also tries to draw everyone into group deliberations.

As discussion leader, the convener tries not to dominate discussions. However, when the need arises, he or she is forceful and definite. To avoid unproductive periods, the convener also keeps the group moving systematically through its tasks by summarizing, reminding people that they have a certain amount to accomplish during the meeting, and asking pertinent questions.

Finally, the convener makes sure that the minutes of the meeting are recorded.

Guidelines for the Role of Convener

1. Before the meeting:
   - a. Review the agenda.
   - b. Ask for a volunteer to take minutes.
2. During the meeting:
   - a. Call it to order promptly.
   - b. Keep the group focused on the subject (i.e., monitor the discussion and inform the group when it strays from the agenda).
   - c. Be attuned to, and try to help avoid, any confusion.
   - d. At the end of each agenda item:

     Check to be sure that everyone who wanted to was able to contribute to the discussion.

     Summarize or ask someone else to summarize (make sure that the secretary records the summary).
   - e. Ask the following questions at the end of meeting or after:

     Did we accomplish our goals for the meeting?

     Did we waste time?
   - f. Call the meeting to a close promptly.
3. After the meeting:
   - a. Check with the secretary to see that he or she is clear about minutes.
   - b. Transfer left-over agenda items to the agenda for the next meeting.

AGENDA BUILDING FOR A MEETING

AGENDA BUILDING

As you know, an agenda is a plan for conducting a meeting, an outline of things to be done. It serves as an effective tool for:

1. identifying issues to be covered
2. checking progress throughout a meeting
3. keeping a record of what was done
4. ensuring follow-up on each item discussed

An agenda helps a group recognize what has to be done and get on with doing it. This often calls for planning and adapting.

PLANNING

A convener or chairperson is likely to carry the primary responsibility for planning the meeting. A procedure should be established by which members of the group and others place items on the agenda. Soliciting items and ideas in planning the agenda gives others an opportunity to become involved and to influence the business of the meeting.

The convener should plan to have enough time to put the agenda together on newsprint, on a blackboard, or in individual copies.

ADAPTING

The process of reviewing and prioritizing the agenda adapts it to the group's interests and needs. At the beginning of the meeting, the agenda should be presented and everyone participating should have a chance to review meeting plans. The sample agenda in this paper shows how one group developed its agenda. If necessary, modify the sample to fit the needs of your group.

Go over your agenda for clarity. Check to see if any important items of business have been omitted. Determine the top priority items and number them accordingly. If there is an item that arouses little interest or one that seems too complex, refer it to a task force for handling and ask that a report be made back to the entire group at the next meeting.

BASIC STEPS IN AGENDA DEVELOPMENT AND DISTRIBUTION

1. AGENDA PREPARATION BEGINS AT THE END OF THE PREVIOUS MEETING. ALL UNFINISHED BUSINESS AUTOMATICALLY BECOME "OLD BUSINESS" ITEMS.

2. CHAIRPERSON CALLS FOR ANY ADDITIONAL ITEMS FROM COUNCIL MEMBERS, AT THE PREVIOUS MEETING.

3. COUNCIL MEMBERS CAN ADD ITEMS UP UNTIL A DEADLINE, WHICH IS ESTABLISHED BY THE COUNCIL.

4. COUNCIL MEMBERS SHOULD CONTROL DEVELOPMENT OF THE AGENDA --
   * CAN BE DEVELOPED BY THE EXECUTIVE COMMITTEE
   * CAN BE DEVELOPED BY THE CHAIRPERSON IN COOPERATION WITH DESIGNATED STAFF

5. ONCE THE AGENDA IS DEVELOPED IT IS GIVEN TO THE DESIGNATED STAFF MEMBER, WHO SUPERVISES ITS TYPING AND DISTRIBUTION.

6. AGENDA SHOULD BE RECEIVED BY COUNCIL MEMBERS WITHIN A MINIMUM OF FIVE DAYS PRIOR TO THE MEETING.

SAMPLE AGENDA

Date: January 17, 1977

Convener: Betty Brown

	Item	Action	Time	Follow-up
5.	Decisions as to which bid (contract) to accept	Contract for surfacing playground at Melton School	20 min.	Ed will notify Randall Construction that their bid has been accepted.
4.	Information	Evans School language arts presentation	15 min.	Ken will write a thank you note.
1.	Approval and plan selection	Inservice "Communication Skills Training" for Melton School staff	30 min.	Ruth, George, and Ken will begin implementation procedures.
3.	Progress report	Math text adoption committee report	15 min.	Continue search and review
2.	Report and discussion	Report from the vandalism committee; set up a task force to begin problem-solving activities	40 min.	Ken and Susan will join a task force that is to begin problem-solving activities on this issue.
6.	Debriefing of the meeting	Input and discussion among members	15 min.	

Items on the agenda are likely to be varied--some will involve sharing information, others will involve identifying problems, seeking solutions, pooling ideas, and assigning responsibilities. Review the time estimates and determine the length of the entire meeting.

As the meeting progresses, a recorder or secretary should keep track of decisions and follow-up steps. The follow-up column on the agenda is one place to record the names of those who are taking responsibility for items and the plan of action.

ALLEN INDEPENDENT SCHOOL DISTRICT

Community Education Advisory Council

Tuesday, November 2, 1982

AGENDA

7:00 p.m. . . . . Meeting Called to Order
President Bratcher

7:01 p.m. . . . . Minutes of October Meeting

7:05 p.m. . . . . For Council Information:
-GREAT NEWS-
The Advisory Council is the
recipient of the 1982 North
Texas Literacy Award

7:10 p.m. . . . . For Council Information:
Discussion and Decision:
-Report: Task Force on Youth
Drug and Alcohol Abuse,
Chairperson: Howard Trammel
-Report: Task Force on Teen Center,
Chairperson: Eileen Lahart
-Report: Task Force on College Courses
Chairperson: Gloria Fetzer

7:40 p.m. . . . . For Council Information:
Requested Texas Education Agency
Evaluation of Council,
Bob Outman and Bill Pounds,
TEA Consultant

7:55 p.m. . . . . Old Business:
Fall/Winter 82 Registration
New Business:
Course Suggestions

8:00 p.m. . . . . Adjournment
President Bratcher

***Please Note: To effectively use everyone's time, the Task Forces will meet either before or after the regular meeting. Contact your chairperson for furhter information.

Skills of Conducting A Council Meeting

"Good meetings don't just happen.....they are well planned, carefully conducted, and always evaluated.....the key to success is to remember that there is no substitute for good organization."

Ten tips to remember:

1. Plan out the agenda well in advance. Allow for the unexpected. Have copies available for visitors.
2. Have meetings properly publicized: agenda, place of meeting, time, etc.
3. Check out facilities for meeting. Arrangement of tables, chairs, etc., can be very important. Environment should be comfortable.
4. Have extra copies of minutes and other meeting data available for visitors. Introduce visitors and make them feel welcome.
5. Start meeting on time and keep the meeting moving.
6. Don't stifle discussion that is germane to the issue at hand; however, when the discussion becomes redundant, tactfully cut it off. (Ability to do this takes real talent!)
7. Don't deny people their feelings.....allow them to express their views. Even if you disagree or their remarks seem crazy, compliment them for their remarks. Remember: Do everything possible to stimulate conversation.
8. Encourage participation by drawing all council members into the discussion. Try to keep any one person from dominating the meeting.
9. Remember.....you are the facilitator! Stay in the background as much as possible.
10. When the meeting is concluded, you begin planning the next one. Try recording the meeting and listening to it for evaluation purposes. What did you learn?

MEETING TIME MANAGEMENT

A basic cause of council ineffectiveness relates to poor time management. All too often meetings do not begin as scheduled because participants arrive late. Meetings drag on slowly because there is no awareness of time limits. Council members needing transportation have difficulty scheduling their rides, since they do not know when the meeting will be adjourned. Time is often not treated as a resource.

It is essential to apply a few basic principles of time management to meeting management. Meetings should have a specific beginning and ending time. Council members should know these time limits, and how closely they will be followed.

"Don't penalize people for being on time!" This statement illustrates a very important principle of meeting management. The start of a meeting is often delayed 5-10 minutes because of late arrivals. By waiting for the late arrivers, persons who arrived on time are penalized, while the late arrivers are rewarded. Waiting also affects subsequent meetings, because those people who were on time now may choose to arrive a little late, while the late arrivers come in even later. It is important to establish the practice that meetings begin and end promptly as scheduled. A common misconception is that meetings cannot begin without a quorum present. Meetings can begin without a quorum; however, those council members present cannot transact official business of the organization. Informational items on the agenda can, however, be addressed without a quorum.

A second time management technique is to schedule an "arrival and refreshments" item on the agenda. For example, when a meeting is to begin at 7:30 P.M., an "arrival and refreshments" period can be scheduled from 7:00-7:25 P.M.

This period of time allows for relaxation, conversation, renewal of friendships, and serves as a transition between the participant's travel and the meeting itself.

A third basic meeting time management principle relates to agenda development. The agenda should be planned out so that a council, working efficiently within its time parameters, can achieve each of its agenda items. Most councils, working with realistic agenda and time parameters, will attempt to achieve the entire agenda within the scheduled time limits.

The use of a strong committee system has been found to be effective in helping to improve meeting time management. Councils that utilize a strong committee system serve in a steering and action taking capacity. They develop committees appropriate to their goals, assign tasks to each of the committees, monitor committee progress, and act on committee recommendations. The necessary in-depth discussions take place primarily at the committee level.

CHARACTERISTICS OF AN EFFECTIVE GROUP

Douglas McGregor, an industrial psychologist at MIT, drew on his observations of the management of large corporations to characterize a well-functioning, effective, creative group.

1. The atmosphere tends to be informal, comfortable, relaxed.

2. There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the task of the group.

3. The task or objective of the group is well understood and accepted by the members. There will have been free discussion of the objective at some point until it was formulated in such a way that the members of the group could commit themselves to it.

4. The members listen to each other. Every idea is given a hearing. People do not appear to be afraid of being foolish by putting forth a creative thought even if it seems fairly extreme.

5. There is disagreement. Disagreements are not suppressed or overriden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than to dominate the dissenter.

6. Most decisions are reached by a kind of consensus in which it is clear that everyone is in general agreement and willing to go along. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action.

7. Criticism is frequent, frank, and relatively comfortable. There is little evidence of personal attack, either openly or in a hidden fashion.

8. People are free in expressing their feelings as well as their ideas both on the problem and on the group's operations.

9. When action is taken, clear assignments are made and accepted.

10. The chair of the group does not dominate it, nor on the contrary does the group unduly defer to the chair. In fact leadership shifts from time to time depending upon the circumstances. There is little evidence of a struggle for power as the group operates. The issue is not who controls but how to get the job done.

11. The group is conscious of its own operations.

SYSTEMATIC APPROACH TO PROBLEM SOLVING

Step 1 - Define the problem in terms of needs (not competing solutions).

Step 2 - Generate possible solutions to the problem (avoid evaluations).

Step 3 - Evaluate and test the various solutions.

Step 4 - Decide on a mutually acceptable solution.

Step 5 - Implement the solution.

Step 6 - Evaluate the solution.

Pitfalls to avoid:

1. Threats and ultimatum
2. Failure to listen actively
3. Failure to communicate clearly and honestly
4. Lack of respect for the ideas and needs of the other person(s)
5. Failure to assume goodwill on the part of the other person
6. Lack of openness to new ideas and information
7. Lack of persistence
8. Lack of determination to succeed in problem solving
9. Making all the decisions or imposing your ideas on the other person
10. Trying to solve a complex problem too quickly
11. Bringing up problems that are problems only to you
12. Assigning problem-solving tasks to persons not involved in the problem
13. Failure to keep an open mind
14. Relying on traditional or stereotyped solutions or something that worked for someone else
15. Becoming too preoccupied with a problem and permitting it to interfere in other areas or in relationships with other people not involved
16. Each party playing the game but by different rules or standards

Factors that Decrease Group Effectiveness

The effective group is characterized by certain patterns of interaction and member behaviors which strengthen the probability of rationality in decision making. This does not mean, however, that feelings and emotions are suppressed as some people might have us believe. Rather, feelings and emotions are facts to be dealt with, and effective groups provide for a free expression of feelings as well as ideas. The following list summarizes some of the reasons why groups often fail to make adequate decisions.

1. Failure of members to separate personalities from ideas. Weighing "who" said it or "how" rather than the idea itself.

2. Failure to distinguish when agreement is necessary and when it is not. Groups often waste energy trying to attain agreement on things the particular group doesn't have to agree on. Joint goals help define areas of necessary agreement.

3. Not including people on basic decision making around central issues relevant to the group. Too many times the really important issues are decided by a small clique with larger meetings being used in a "rubber stamp" fashion.

4. Assuming silence means consent in a group.

5. Premature voting (or other method of decision) before a full discussion of issues.

6. Unfair treatment of deviants (defined as anyone who is "different" or who takes a "different" stand). Usually groups ostracize people who differ. Physically and/or psychologically these individuals are rejected. Seldom do others recognize the value of "deviants" to the group. Often persons who differ can stimulate the group to think more critically and creatively.

7. Trying to save time by cutting short the discussion of issues. Generally, there is a loss of time later because people, not initially involved, are not fully committed and energy must be exerted to gain their support.

8. Resorting to non-rational decision techniques to avoid conflict--such as flipping coins or bargaining.

9. Getting caught up in the "two alternative game." Once two positions on an issue get formulated people begin to take sides and alternatives three, four and five are ignored.

10. Members expecting support from those who have supported them on other issues. A kind of "trade out" develops. People get angry when their support is not reciprocated.

11. Use of methods of influence which create "non-rational" pressure for example: (a) ridicule or embarrassment, (b) "butting in," "voice" power, (c) ego and status reducing methods such as "only an idiot would believe that," (d) flattery, (e) "acting out" behaviors such as crying, walking out, etc., (f) pulling rank, (g) keeping sources of information closed.

12. Suppressing conflict. Mistaking surface agreement for real agreement.

13. Suppressing feedback and sources of feedback regarding evaluation of a job, project or decision.

14. Evaluating statements and the contributions of others in an "all or none" fashion. There is core of logic in even the seemingly most illogical statements. Not everyone is gifted with a perfect command of the Kings English. Often very creative ideas first emerge in somewhat disguised form.

15. Lack of awareness of sources of bias-individual and group.

16. Members "giving up" because their ideas aren't accepted right away. Members are often not psychologically prepared for the "sleeper effect" and assume their ideas have been rejected permanently. A lack of recognition that sometimes even the best ideas need an incubation period.

17. Labeling behavior of others in order to discredit them. "He is a radical" or "She is an ultra-conservative" or "He is a hostile guy."

18. Lack of attention to task or maintenance functions by group members.

19. Adoption of ambiguous or poorly defined goals.

20. Not changing procedures of working together to fit the occasion. Too often groups use the same structure under all conditions. Instead they should take time to review whether the then existing structure is the most desirable one for the specific decision at hand.

Sometimes groups who work together daily need to take stock of their "group processes" and evaluate the way they are working together in order to improve their performance. The above list may be useful as a "check list" for pinpointing where the group needs to improve.

SUGGESTED STRATEGIES FOR HANDLING "PROBLEM" GROUP MEMBERS

(Prepared by Waynne James)

Situation	Possible Remedy
Talks too much	Change the subject; challenge the talkers; cut into the talk with a summarizing statement and direct a question to someone else. If the person is difficult, get the participants on your side; they'll take care of the situation. Use the participation chart; evolve into "task oriented activities."
Quick, helpful	Has the right answers but keeps others out. Interrupt tactfully by throwing a question to someone else. Be sure the person understands you appreciate the help. Suggest, let's get several opinions. Use the person to summarize.
Ask leader for opinion	Redirect question to the group. Don't 'pass the buck.' If answer is not available say so.
Bored	Find their interest. Call on them for their experience.
Just wants to listen	Interested, but didn't come to talk. Use direct provocative questions.
Shy, hesitant	Ask direct questions which you are sure can be answered. Ask for the individual's agreement. Build up the person in the eyes of the group.
Not disposed to help others	The type who would say, 'It took me 20 years to find that out - let them find out for themselves.' Tell them how much the group would benefit from their experience. Draw them out on a few things. Thank each one.
Side Conversationalist	Pause, and let others listen to the conversation; walk down by him or her and thus draw attention to the conversation; draw the individual into your discussion by asking for a personal opinion. Silence by others.
Poor voice or choice of words	The ideas may be good. Repeat the idea in your own words. 'In other words, you mean ...' Protect them from ridicule.
Definitely wrong	If they are contrary to group thought, say, "Well, that's one way of looking at it," and then go on.

Personalities	Where they dispute with others, cut across with a direct question on the topic. Bring another member into the discussion. Frankly ask that personalities be left out.
Rambler	When they stop for breath, thank them, rephrase one of the statements and pass on. Refer to chalk board and ask which topic is being discussed.
Arguer	If they are naturally perverse or trying to make trouble, get them placed in your 'blind spot' right next to you. Pretend not to hear. Of course, recognize legitimate objection and side with them when possible. Sometimes groups will take care of them if they persist. Talk to them privately and ask for their help. As a last resort, ask them to drop out.
Obstinate	This is usually someone who does not see the point. Try to get others to help them see the point. If they are the only one, proceed and tell them to see you after the meeting.
Wrong subject (off-the-beam)	Direct attention to topic on the board. Say, 'It is interesting, but would you hold it until later on?'
Gripes about management	Tell them this is the best way to operate under the present system. Try to get another member to answer. Don't waste too much time on management 'gripes.'
Has a problem of their own	Tackle this problem if it is pertinent. Get group opinion; then question them on your subject, or acknowledge worth of the problem and ask that it be brought up later.

A GUIDELINE FOR PROPER PARLIAMENTARY PROCEDURES

The motions or points listed below, 1 through 9, are in order of precedence. In other words:
(A) When anyone of them is pending, you cannot introduce one that is listed BELOW it.
(B) You can introduce one that is listed above it.

YOU WANT TO:	YOU SAY:	May You Interrupt Speaker To Make This Motion?	Is A Second Necessary?	Is The Motion Debatable?	Can This Motion Be Amended?	Is Vote Required? What Percent Required?
1. Adjourn	I move we adjourn	No interruption permitted	A Second is necessary	Not debatable	Not amendable	Majority vote required
2. Recess	I move we recess until...	No interruption permitted	A Second is necessary	Not debatable		Majority vote required
3. Register a complaint	Point of privilege, Mr. Chairman..	Yes, you may interrupt	No second needed	Not debatable (any RESULTING motion is debatable)	Not amendable	No vote required (Chair decides)
4. Suspend further consideration of a matter (To Table)	I move we table this matter	No interruption permitted	A second necessary	Not debatable	Not amendable	Majority vote required
5. End discussion or further debating of a matter	I move the previous question	No interruption permitted	A second is necessary	Not debatable	Not amendable	Two-thirds vote required
6. Postpone consideration of a matter	I move we postpone this matter until...	No interruption permitted	A second is necessary	Debatable	Amendable	Majority vote required
7. Have further study on a matter	I move we refer this matter to a committee	No interruption permitted	A second is necessary	Debatable	Amendable	Majority vote required
8. Amend a motion	I move this motion be amended to read...	No interruption of speaker permitted	A second is necessary	Debatable	Amendable	Majority vote required
9. Introduce a matter or business (A primary motion)	I move that...	May not interrupt speaker	A second is necessary	Debatable	Amendable	Majority vote required

(SOURCE UNKNOWN)

A GUIDELINE FOR PROPER PARLIAMENTARY PROCEDURES (continued)

These are general points, proposals, and motions and have no order of precedence over one another. You may introduce any one of them at any time, except:
(A) When Motion to Adjourn is pending; (B) When Motion to Recess is pending; (C) Point of Privilege is pending

YOU WANT TO:	YOU SAY:	May You Interrupt Speaker To Make This Motion?	Is A Second Necessary?	Is The Motion Debatable?	Can This Motion Be Amended?	Is Vote Required? What Percent Required?
1. Object to error in procedure or to a personal affront	Point of order	May interrupt speaker	No second	Not debatable	Not amendable	No vote required. Chair decides
2. Request for information	Point of information	May interrupt if urgent and to the point	No second	Not debatable	Not amendable	No vote required
3. Verify voice vote by taking actual count	I call for a division of the house	No interruption permitted BUT division must be called by Chairman before new motion can be made	No second	Not debatable	Not amendable	No vote required UNLESS someone objects, THEN majority required
4. Object to consideration of matter you consider improper or undiplomatic	I object to consideration of this question	May interrupt speaker	No second	Not debatable	Not amendable	Two-thirds vote required against consideration
5. Take up a matter previously tabled	I move we take from the table	No interruption permitted	Must be seconded	Not debatable	Not amendable	Majority required
6. Reconsider something disposed of	I move we reconsider our action relative to. . .	May interrupt for record only (Business at hand takes precedence)	Must be seconded	Debatable IF original motion was debatable	Not amendable	Majority required
7. Consider something out of its scheduled order	I move we suspend the rules and consider. . .	May not interrupt speaker	Must be seconded	Not debatable	Not amendable	Two-thirds vote required
8. Vote on a ruling of the chair	I appeal the chair's decision	May interrupt speaker	Must be seconded	Debatable IF original motion was debatable	Not amendable	Majority vote required

(SOURCE UNKNOWN)

UNIVERSITY OF FLORIDA
CENTER FOR COMMUNITY EDUCATION
COLLEGE OF EDUCATION
GAINESVILLE, FLORIDA · 32611
(TP)

THE COUNCIL'S INVOLVEMENT IN PLANNING

(What? Who? Which? How? When?)

Planning is a fundamental process by which people approach current and anticipated issues, with the intent of bringing change toward commonly desired outcomes. "Planning is an activity in which people engage to make the future better than the present. It is a social activity; and, therefore, it should be performed with people, not for people." (Young, 1978) The planning process is applicable to any system of program development. It provides the framework on which a group builds their programs and activities. Throughout the process, needs are identified; goals, objectives and strategies implemented; and results evaluated.

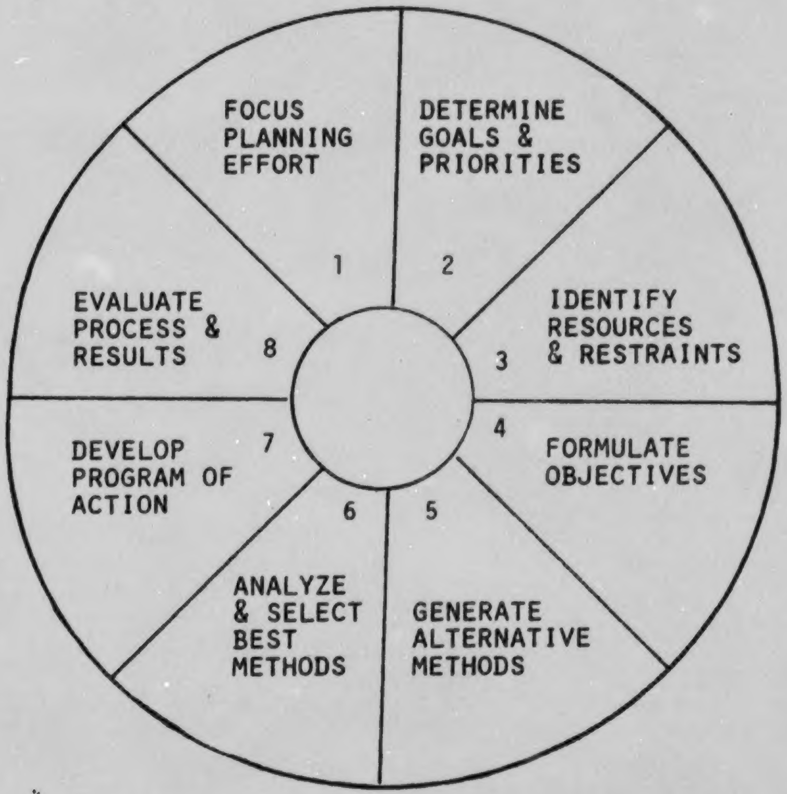
PLAN YOUR WORK, THEN WORK YOUR PLAN

Young (1978) recognizes planning as "continuous process of obtaining, organizing, and using information systematically to make decisions about:

1. what is the scope of the planning effort and who will be involved;
2. what outcomes are desired;
3. what resources will help the effort and what restraints will hinder the effort;
4. what specific things must be achieved to reach the goals;
5. how many methods or ways are possible to accomplish each specific thing to be done;
6. which method or methods are best;
7. who is going to implement the methods and when; and
8. whether the effort was successful, and if not, what changes need to be made."

REMEMBER, NONE OF US IS AS SMART AS ALL OF US

BASIC STEPS OF PLANNING


FOCUS PLANNING EFFORT
1
DETERMINE GOALS & PRIORITIES
2
IDENTIFY RESOURCES & RESTRAINTS
3
FORMULATE OBJECTIVES
4
GENERATE ALTERNATIVE METHODS
5
ANALYZE & SELECT BEST METHODS
6
DEVELOP PROGRAM OF ACTION
7
EVALUATE PROCESS & RESULTS
8

(YOUNG, 1978)

BASIC STEPS OF PLANNING

I. Focus Planning Effort (What are we planning for)

II. Goal

III.

Existing/Possible Resources	Existing/Possible Restraints
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.
g.	g.
h.	h.
i.	i.
j.	j.

IV. Formulate Objectives

A.

B.

V. Alternative Methods for Achieving Objectives (Brainstorm list)

a.

b.

c.

d.

e.

f.

g.

g.

i.

j.

k.

l.

m.

n.

o.

VI. Analyze and Select Best Methods for Achieving Objectives (Discuss pros and cons)

VII. Program of Action

What Activity?	Who?	Time Line	Resources Needed

VIII. Evaluation

A. Process - Monitoring of Progress (formative)

What Activity?	Who?	Date for Progress Report	Indicators for Acceptable Progress

B. Results - Did we accomplish what we wanted? (summative)

1. Who is responsible for collecting and reporting information?

2. What indicators will be used to determine the degree to which objectives were achieved?

C. Will program of action be modified and continued, or will it be phased out?

Council Projects (Other than Educational)

✓

____ **Senior Citizen Center:**

Community education staff assisted a group of senior citizens in the establishment of a senior citizen center. The center is funded by the county and is open Monday through Friday from 8 a.m. to 5 p.m. All types of activities are available. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

____ **Tourism Promoted:**

The second annual Fiesta Bandana was held in May 1977 to promote tourism. The Fiesta Bandana Committee invited input from the community. The community education staff joined this venture and helped to implement three successful activities: tennis tournament, art exhibit, and general cleanup. ALICE INDEPENDENT SCHOOL DISTRICT

____ **Water Drainage Problem Identified:**

Far South Community School residents and staff implemented a neighborhood project to improve the water drainage in the St. Elmo neighborhood. After meeting with city staff and the city council, the group was able to obtain a 60 percent solution to the problem and the rest will be addressed through funds that will be made available through the City of Austin's Capital Improvements Plan. AUSTIN INDEPENDENT SCHOOL DISTRICT

____ **Daytime Recreation Program:**

A daytime recreation program was initiated for the summer of 1977 which provided numerous daytime activities for grades K-12. No organized daytime program existed in the past. Community response to the program has been good, and offerings will be expanded in the future. BURLESON INDEPENDENT SCHOOL DISTRICT

____ **Senior Citizen Activity Card:**

Senior citizens may eat in school cafeterias, attend athletic events, and receive discounts from local merchants. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

____ **Residential Patrol:**

A residential patrol was formed and has become involved in rural residential areas where police protection was minimal. COMAL INDEPENDENT SCHOOL DISTRICT

Health Services:

As a result of our requests for more health services from the Region IV Texas Department of Health in Abilene, a permanent field office will be opening about August 1, 1977, in the Wallace Center for Community Education. Opening of the field office will bring four new jobs and increased health services: screening, immunizations, nursing and referrals, health education. COLORADO INDEPENDENT SCHOOL DISTRICT

Funds for Street Signs:

We assisted the Citizens Advisory Committee in obtaining funds in a house-to-house canvassing. These funds were to be used to place street-name signs at all street intersections for the benefit of citizens and visitors. ELECTRA INDEPENDENT SCHOOL DISTRICT

Health Fair:

The multi-agency/organization effort at providing a health fair for the county proved one of the greatest successes. EDEN INDEPENDENT SCHOOL DISTRICT

Traffic Light Requested:

Because of a community needs survey, members of the Advisory Council decided to request a traffic light at an intersection near Salado Middle School. A subcommittee of five members approached city officials. EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

Flood Control:

The plans of the water board and the corps of engineers for the flood control of Clear Creek was the greatest publicized and consciousness-raising event for the past year. Citizens became fully aware of the implications and effects of the proposed flood control measures. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

Screening and Immunization Clinic:

Some 350 adults took part in a screening and immunization clinic cosponsored by Community Education and the Texas Department of Health. GRANBURY INDEPENDENT SCHOOL DISTRICT

Parks and Recreation Board and Community Development Group Organized:

Hitchcock Community Education was instrumental in the formation of the City Parks and Recreation Board and also served as the catalyst in the formation of a community development group. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

Senior Citizen Activity Center at High School:

Community education organized a Senior Citizen Activity Center in the high school. The room is available all day for different activities and is used by various groups. The room was furnished by local civic clubs and the community school. LA VEGA INDEPENDENT SCHOOL DISTRICT

Swimming Pool Planned:

Plans are being developed by the City of Palacios and the Palacios Independent School District for a neighborhood community swimming pool and public grounds improvement. PALACIOS INDEPENDENT SCHOOL DISTRICT

City Services Directory:

The work implemented toward the publishing of a city services directory will probably spread the word about community education and city services better than any program or activity that has been offered. PEARLAND INDEPENDENT SCHOOL DISTRICT

Services for Older Adults:

The local advisory council felt that recreational programs for the elderly was of prime concern. Through the efforts of several interested parties, including community education, such programs were established on a regular basis. This included providing transportation to and from the local senior citizens center. ROCKDALE INDEPENDENT SCHOOL DISTRICT

Ambulance and Medical Services:

The school district and surrounding area do not have a hospital or emergency facility for non-military citizens. Therefore, volunteers provide emergency medical and ambulance service. Area citizens are being encouraged to receive some emergency training through cardio-pulmonary resuscitation and first aid classes. SCHERTZ-CIBOLO-UNIVERSAL CITY INDEPENDENT SCHOOL DISTRICT

Girls Club and Competitive Sports:

Athletic opportunities in Sherman for years had focused upon boys until the establishment of a Girls Club several years ago. Community Education has provided facilities and has helped to publicize activities. Now competitive softball, volleyball, soccer, and basketball progams are available for girls. These programs take girls from the second through the seventh grade. Largely due to insistence of girls who participated in Girls Club sports, the public schools now have competitive sports for girls from the eighth through the 12th grades. SHERMAN INDEPENDENT SCHOOL DISTRICT

_____ Volunteer Ambulance Services:

In December 1976, when new regulations forced the two funeral homes in West to discontinue ambulance service to the area, a member of the advisory council contacted the superintendent and community education director. A meeting was scheduled to solicit volunteer ambulance attendants. The funeral homes donated their vehicles and equipment to the West Community Hospital. Local government agreed to furnish gasoline and maintenance, and the hospital agreed to schedule the volunteers and pay the costs for their training. Instruction held at the high school campus resulted in a volunteer ambulance service which was badly needed, since the nearest other such service is 15-20 miles away. WEST INDEPENDENT SCHOOL DISTRICT

* *

_____ Art on Wheels Project:

The community education office assisted in the development of an Art on Wheels project to be used countywide. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

_____ Little Theater and Community Chorus:

In an effort to unify the community, the community education department assisted interested citizens in the organization of a Little Theater and a Community Chorus. A volunteer group provided the publicity. ALVARADO INDEPENDENT SCHOOL DISTRICT

_____ Older Adult Discount Program:

This program was begun by the community education office by providing reduced lunch prices in school cafeterias for older adults. It has expanded to include discounts by 19 retail businesses, reduced tuition in community school classes, and discounts for all school athletic events and programs. It is presently being used by 400 older adults within the county. This is over 25 percent of those identified as eligible. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

_____ Jog-In:

The community education office organized the first Annual Community Jog-In. Teams of three jog a mile course trying to come closest to their estimated time. An effort is made to eliminate age categories. The first place winners were a teacher and two fifth grade students. Second and third place winners were adults. CEDAR HILL INDEPENDENT SCHOOL DISTRICT

Old Pool Opened:

The city swimming pool was in such poor condition that the city planned to keep it closed for the summer. The advisory council encouraged the city manager to keep it open. It was repaired and opened. The city is now considering a bond election to build a new pool. COLORADO INDEPENDENT SCHOOL DISTRICT

Town Meetings:

Town meetings were organized to discuss plans of incorporation of the community which would promote growth and hopefully a better place to live. DAMON INDEPENDENT SCHOOL DISTRICT

Day Care Program:

A council has been chartered by the State of Texas to open a Day Care Program in September. The original idea was initiated by the Community Education Advisory Council in a discussion of community needs. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

Scouts Get New Building:

The community education office in cooperation with the local Girl Scout troops publicized the need to build a new facility on school grounds. When completed, it will be available for daytime community school classes. Many people donated labor and money. GEORGETOWN INDEPENDENT SCHOOL DISTRICT

Playground Equipment Constructed:

The objective was to build playground equipment on an elementary school campus. A contest entitled "Create a Play Unit" was held in the school. The winning unit was constructed on the playground.

Only two meetings were held to organize and to consolidate plans before the equipment was constructed. Over 100 people participated in constructing five units containing as many as six sections each. Meals were served by the community education office and home room mothers of the school. The project was completed in one day at no cost to the school district or the community education office. As a result of the publicity, 535 people, the largest crowd in recent years attended the Public School Week Program at the school. HEARNE INDEPENDENT SCHOOL DISTRICT

Boat Ramp Built:

The Hitchcock Development Advisory Council was instrumental in convincing county commissioners to include in a bond proposal the building of a boat ramp on the Highland Bayou Diversionary Canal. The issue was passed by county voters. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

July Fourth:

Community education implemented a community-wide Fourth of July parade, all-day activities and fireworks display. This was a very successful event with school, city, and local organizations cooperating. KELLER INDEPENDENT SCHOOL DISTRICT

Older Adult Apartments:

The completion of the older adults apartment complex was the most outstanding community development project the community council initiated. LOCKHART INDEPENDENT SCHOOL DISTRICT

Park Improvement:

The city requested funds for local park improvement as a result of a combined effort of the city developer and advisory council. LULING INDEPENDENT SCHOOL DISTRICT

Historical Foundation:

As a result of promoting an historical research class with the Chamber of Commerce, the community education office aided in the promotion and founding of the County Historical Foundation. ROCKWALL INDEPENDENT SCHOOL DISTRICT

Nike Missle Base Building For Older Adults:

The Kaufman County Committee on Aging which provides transportation services for the elderly throughout the county needed a new facility. The school district, through the community school office, made available a building owned by the school district at an abandoned Nike Missle Base. TERRELL INDEPENDENT SCHOOL DISTRICT

New Softball Field on School Property:

The community education office, school board, and city council worked together to build and supervise a softball field for community use on a school playground. WAXAHACHIE INDEPENDENT SCHOOL DISTRICT

Historic Home Repaired:

A high school club became aware of the plight of an elderly woman whose historic home was in need of repair. The club repaired the exterior of the home with donated supplies and completely cleaned and weatherized the home. WEATHERFORD INDEPENDENT SCHOOL DISTRICT

Older Adult Nutrition Program:

This program provides one hot meal daily to older adults at a minimal cost. They meet each day for recreation, fellowship, and a nourishing meal. The high school band and choir provide the entertainment. WHARTON COUNTY JUNIOR COLLEGE

STAFFING

STAFFING THE COMMUNITY SCHOOLS

Good leadership is the most important element in ensuring the success of the community school program. Although a community may have outstanding facilities and an impressive list of activity offerings, the program will not succeed unless qualified leadership is provided.

The number of community school personnel needed and their qualifications will depend upon the nature and scope of the program; it is desirable to have one full-time person in each community school to assume the responsibility of coordinating the activities centered around the particular school. A common title for this position is community school director. If more than one community school is operated, an overall coordinator will be needed to coordinate the entire project and the work of the directors in the various schools utilized.

The standards, classifications, definitions, and methods of compensation for personnel employed in the community school program will be varied. The qualifications and job descriptions suggested in this chapter have grown out of the successful experience of a large number of school districts.

1. The Community Education Coordinator

It has been discovered that in order for community education to have its greatest impact, there must be one person who can provide the leadership to integrate and coordinate programs to identify and meet the needs of all citizens of the community. That person is identified by the title, community education coordinator, and must possess a wide variety of strong personal skills and characteristics.

The community education coordinator must be . . .

A Leader: The community education coordinator is called upon to give strong personal leadership at all times. This person must be able to maintain an enthusiastic attitude about the job; be able to motivate youngsters, parents, and faculty members to cooperate with the community school program; and, assume responsibility for devising procedures that will enable people to practice leadership skills and further develop their own leadership.

A Communicator: Much of the success of the community education coordinator depends upon how well he/she is able to communicate with all people in the community. Communication practices must be well established, both internally and externally.

An Administrator: The coordinator must know, be able to interpret, and put into effect Board of Education and local school policies that will contribute toward developing sound school-community relations.

A Supervisor: The coordinator supervises educational, recreational, and social activities to meet the needs of children, youth, adults, and older adults in the community through the community school director. All activities in the community school program are under the supervision of the community school director who must work closely with the building principal.

A Human Relations Builder: Much of the effectiveness of the work of the community education coordinator depends upon the degree to which good human relations are built. The coordinator tries to know all the people in the community and lead them into a knowledge and understanding of one another while constantly striving to bring the fragments of the community to a coordinated whole. Oneness of purpose and action is the goal.

This is a staff position and the person should be directly accountable to the superintendent. The community education coordinator will be responsible for the overall development, organization, operation, coordination, and evaluation of the community schools. The schools will be geared toward the interests and needs of the children, youth, and adults living within the service areas of the designated community schools.

In addition, the person shall assist the community school director in recruiting, selecting, training, and supervising paid and nonpaid staff members working within the community school program. This person may also be assigned certain other responsibilities compatible with their role.

Qualifications

The minimum requirement for this position is a master's degree with specialized training in community education or the equivalent in training and experience. Successful work experience in one or more of the following areas will be considered as an important aspect of the applicant's background: school administration, community organization, community education, community development, recreation management, adult education, or social work. Although the specialist need not hold either a valid teaching or administrative credential, the individual selected for this position must evidence a successful history of involvement in community service and/or public affairs.

Major Duties and Responsibilities

1. Facilitate the activities of the community council.

2. Serve as a liaison between community school directors and other district administrative staff.

3. Represent the district in all matters related to the overall conduct of the community education project.

4. Maintain complete and accurate records on personnel, attendance, income, payroll, supplies, and other aspects of the overall project and submit periodic reports on the matters as requested.

5. Assist community school directors in the development of appropriate community school programs and involvement of relevant community agency resources.

6. Coordinate the involvements of all organizations and agencies which sponsor and/or conduct activities within the framework of the community school program.

7. Assist community school directors and principals in preparing annual budget requests for the program.

8. Serve as the communication link between the community schools and those public and private organizations which provide educational, recreational, and social services for the residents of areas served by designated community schools.

9. Facilitate understanding and working relationships between community school directors, principals, custodial staff, and other professional and classified employees of the district.

10. Arrange for periodic inservice training opportunities for community school directors.

11. Monitor community school program operations and conduct systematic evaluations of all programs and personnel involved while keeping principals informed as to its status and needs.

12. Interpret the aims and objectives of the community school program to the community at every opportunity.

13. Assist in the endorsement of established procedures of the school district or other agencies in whose facilities the community school program is conducted.

14. Seek and/or develop additional funding sources to supplement an expanded program of community education and services.

15. Perform other related duties and responsibilities as requested by the superintendent.

Work Schedule and Benefits

This person will frequently be called upon for night and weekend assignments. He or she will work on a variable schedule as approved by the superintendent.

Salary

The salary of this position will be commensurate with other district staff having comparable responsibilities, with similar education levels, and years of experience who are contracted for a similar length of time.

2. The Community School Director

This is a staff position, and the person will be directly accountable to the principal and community education coordinator. The director will be responsive to the advice of the community school advisory council. The community school director shall be responsible for the overall development, organization, operation, coordination, and evaluation of the community school program. This program will be based on interests and needs of the children, youth, and adults living within the service area of the community school. Under the supervision of the principal, this person will be responsible for recruiting, selecting, training, supervising, and evaluating all paid and non-paid staff members working within the optional curriculum of the community school program.

Qualifications

The community school director should have preparation and successful experience in one or more of the following human service areas: teaching, recreation leadership, youth leadership, community development, community education, adult education, or social work. The director of the community school should hold a bachelor's degree in one of the areas listed above.

Major Duties and Responsibilities

1. Become familiar with the social and economic structure of the community or neighborhood and apply this knowledge to program development.
2. Help facilitate the activities of the community school advisory council which reflects representation from the maximum number of community organizations, age levels, and socioeconomic groups.
3. Develop and operate an optional program which includes activities and involvements for children, youth, and adults.
4. Encourage the development of interagency cooperative efforts.
5. Promote, publicize, and interpret existing and planned programs to the school staff and the community.

6. Serve in an advisory capacity to the instructional staff in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.

7. Conduct periodic assessments of community needs and interest with the assistance of the community school advisory council.

8. Implement an ongoing evaluation plan.

9. Maintain complete and accurate records and reports of the overall community school programs.

10. Recommend an annual budget.

11. Arrange for periodic inservice training opportunities for community school staff including, but not limited to regular and community school teachers, program leaders, community school advisory council members, and the principal.

12. Assist in the enforcement of established procedure of the school district or other agencies in whose facilities the community school program is conducted.

13. Be present on the school premises when community school activities are in progress unless some other authorized person has assumed this responsibility.

Work Schedule and Budget

Each community school director, if assigned to a full-time position, will be expected to work a minimum of 40 hours per week. Those assigned for less than full time will be expected to work a proportionate amount of time per week. Since this person will frequently be called upon for night and weekend assignments, the individual will work on a variable schedule as approved by the principal.

Salary

The salary of this position will be commensurate with other district staff having comparable responsibilities, with similar educational levels, and years of experience who are contracted for a similar length of time.

a. Relationship to School Principal

In general, the community school director for a school has the same basic relationship to the school principal as do all other teachers. All of the planning and program development are subject to the approval of the principal. The principal is kept informed about community and program development. *A good team relationship between the principal* and director is essential to an effective community school program. In matters of scheduling, building use, and general organization, the director handles almost all of the load relative to the use of these.

b. Relationship to Other Staff Members

Much of the success of the community school director depends upon the relationship established with other members of the school staff. The director takes a regular position on school committees, attends all staff meetings, participates in all staff meetings, and participates in all staff social events. The director can do much to help the staff understand and accept the community school philosophy. Frequently, the community school director can help a teacher with a student problem by getting close to the student through some community school activity. The director may learn of materials and activities which can be used in supplementing classroom work. By bringing such matters to the attention of teachers, interest and strength can often be added to class activities.

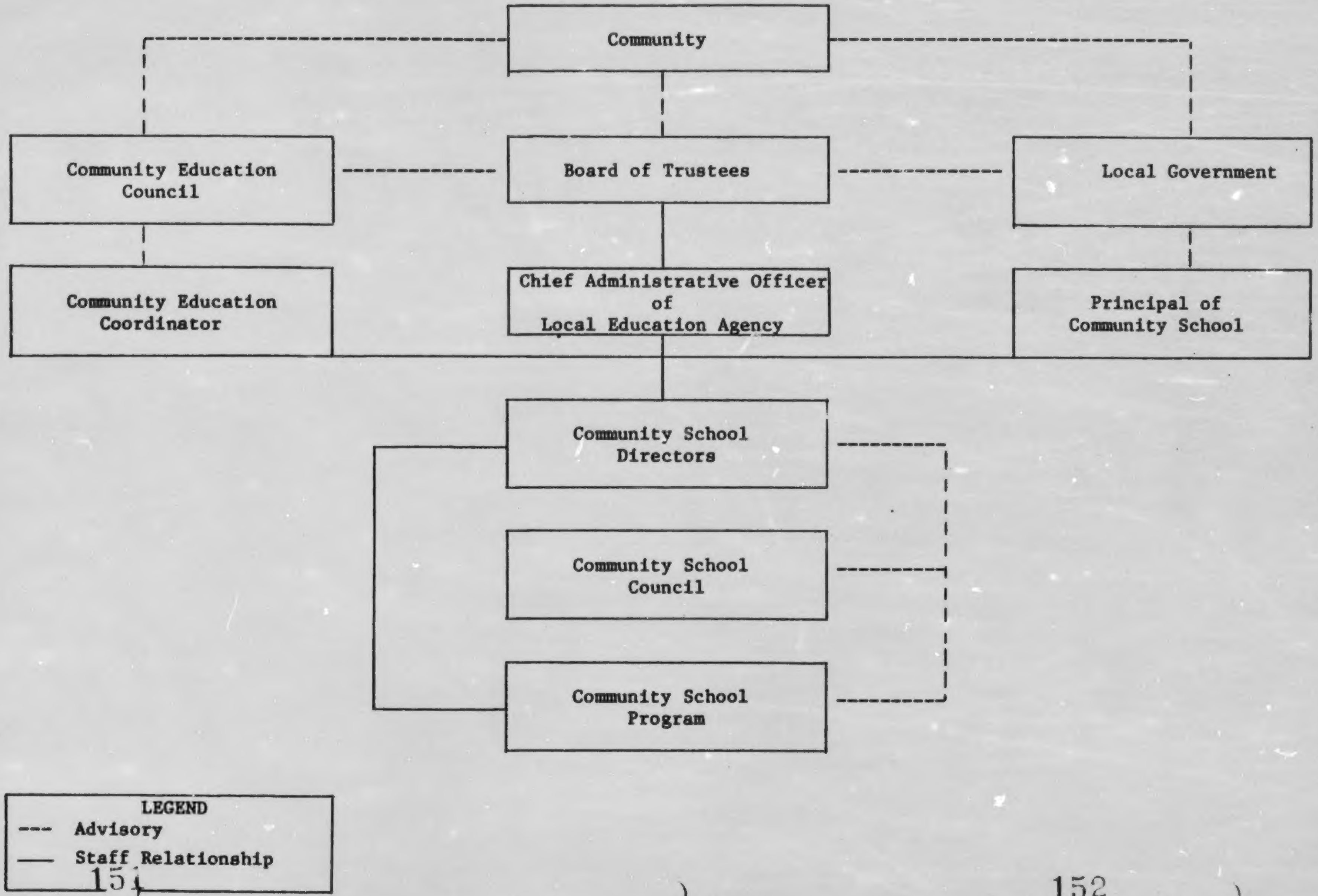
c. Relationship to the Maintenance Staff

The director should remember that maintenance staff members are responsible to the school principal. The director's relationship with the maintenance personnel should lead to mutual cooperation and understanding. This relationship can do much to make or break the effective leadership of the community school director. The wise director knows that maintenance personnel are important members of the community school team.

d. Relationship to Adult Education Coordinators

When the system is sufficiently large to require a director of adult education and coordinators for different fields, the community school director and the adult education coordinators should work closely together. They should form a cooperative team whose work results in the establishment of programs in the community schools. There should be no line and staff design which places either director or the adult education coordinator over the other. They must communicate with each other as often as necessary and keep all channels cleared so that neither puts the other at a disadvantage.

SAMPLE ORGANIZATIONAL CHART


Community
Community Education Council
Board of Trustees
Local Government
Community Education Coordinator
Chief Administrative Officer of Local Education Agency
Principal of Community School
Community School Directors
Community School Council
Community School Program
LEGEND
--- Advisory
—— Staff Relationship

SAMPLE
DISTRICTWIDE COMMUNITY EDUCATION COORDINATOR DUTIES

I. COMMUNITY EDUCATION PROJECT PLANNING

A. Planning process steps in the development of the project (developing, selecting, and scheduling) with community school directors
B. Establish project policies - guidelines related to the operation of the project
C. Meeting with advisory groups and interviewing key people in the economic, political, and educational structure of the community
D. Fact-finding and community needs surveys
E. Promoting interagency operation

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

A. Preparation of newspaper and radio publicity for the promotion of the concept
B. Arranging for promotional radio and television programs
C. Personal talks before local groups
D. Appearances on radio and television programs
E. Acting as a discussion leader for promoting the community education concept
F. Preparation and display of exhibits
G. Planning public meetings
H. Interpretation of community education concept to the public

III. RECRUITMENT AND CERTIFICATION OF STAFF

A. Search for qualified community school directors
B. Inservice training for all staff and advisory councils

IV. GENERAL ADMINISTRATION

A. Financial matters

1. Obtaining financial support
2. Approving expenditures
3. Preparation of budget
4. Preparation of financial reports for the local education agency and state use

B. Routine Operations

1. Correspondence
2. Telephone communication
3. Personal interviews
4. Preparation of routine reports

C. Special activities

1. Visitation of activities
2. Review of materials prepared by staff members
3. Leadership duties within local project

D. Participation in local school system staff meetings

V. COORDINATION AND COOPERATION WITH OTHER AGENCIES

A. Consultant services in connection with other community projects
B. Developing cooperative projects with other agencies
C. Serving on community-wide committees as community education coordinator

VI. EVALUATION OF PROJECT

A. Review, analysis, and presentation of reports
B. Confer with participants and advisory councils
C. Periodic review of project in relation to emerging community needs
D. Continuous studies of community needs

VII. PROFFESSIONAL GROWTH

A. Attendance and participation in workshops
B. Reading professional materials
C. Attendance at state and national conferences
D. Authorship

SAMPLE
NEIGHBORHOOD OR CAMPUS COMMUNITY SCHOOL DIRECTOR DUTIES

I. PLANNING OF CAMPUS COMMUNITY SCHOOL PROGRAM

A. Planning elements of the program (developing, selecting, and scheduling)
B. Organization of new activities (including experimental developments)
C. Meetings with advisory groups and interviewing key people in the economic, political, and educational structure of the neighborhood
D. Fact finding and community needs surveys

II. PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

A. Preparation of newspaper and radio publicity
B. Preparation and distribution of printed and mimeographed announcements
C. Arranging for promotional radio and television programs
D. Personal talks before local groups
E. Appearances on radio and television programs
F. Acting as discussion leader, moderator, etc., for other organizations
G. Preparation and display of exhibits
H. Planning public meetings or "open house" affairs
I. Interpretation of adult and youth education programs to public school staff

III. RECRUITMENT AND CERTIFICATION OF STAFF

A. Search for qualified leadership
B. Interviewing prospective instructors and activity leaders
C. Inservice training for K-12 staff and community school staff.

IV. GENERAL ADMINISTRATION

A. Financial matters
    1. Preparing payrolls
    2. Approving expenditures
    3. Collection of fees
    4. Preparation of budget
    5. Preparation of claims for state and federal aid
B. Supplies and equipment
    1. Control of inventory
    2. Selection of instructional materials
    3. Material request approvals
    4. Arrange for printing, repairs, and delivery of materials
C. Office management
    1. Supervision of clerical personnel
    2. Maintenance of records and files
D. Routine operations
    1. Correspondence
    2. Telephone communication
    3. Personal interviews
    4. Preparation of routine reports
    5. Arranging for registration

E. Special and miscellaneous activities
    1. Review of material prepared by staff members
    2. Leadership duties within local program
F. Participation in local school system staff meetings

V. TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

A. Group inservice training sessions for staff and advisory councils
B. Individual conferences with instructors and activity leaders
C. Preparation and review of training bulletins and materials
D. Visitation of activities

VI. COORDINATION AND COOPERATION WITH OUTSIDE AGENCIES

A. Consultant services in connection with adult and youth education programs of other community organizations
B. Developing cooperative programs with other agencies
C. Arranging special aspects of the public school adult and youth programs which require the cooperation of other organizations
D. Serving on organizational committees as result of local position as director of the community school program

VII. EVALUATION OF PROGRAM

A. Review, analysis, and presentation of reports
B. Conferring with participants and advisory council
C. Survey and analysis of dropouts
D. Periodic review of program in relation to emerging neighborhood needs
E. Continuous studies of need (survey, etc.) planning and resource identification

VIII. PROFESSIONAL GROWTH

A. Attendance at state and national conferences
B. Attendance and participation in workshops
C. Reading professional materials

College Station ISD

POSITION TITLE: Building Supervisor - Community Education
DEPARTMENT: Community Education
ACCOUNTABLE TO: Director of Community Education
DUTY DAYS: Paraprofessional and part-time employees

I. BASIC FUNCTION/PURPOSE OF POSITION

To serve as building supervisor for her/his campus to carry out all duties relating to Community Education as assigned by the Community Education Director including opening and securing assigned buildings or campuses; conducting class evaluation; generally assisting instructors and students.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. On-campus

1. Assist instructors concerning room assignments, use of facilities, materials, etc.
2. Help participants of classes in locating classrooms, enrolling, and with any problems that might arise.
3. Collect tuition, book, and supply fees from students, write receipts and keep an accurate record of each form required by the Community Education office.
4. Conduct student evaluations and make classroom visits to observe.
5. Open and secure assigned building or campus.
6. Insure that all ongoing activities and programs are running smoothly and successfully.

B. Gerneral

1. Promote Community Education concepts whenever possible.
2. Participate in general registration.
3. Comply with all other activities pertaining to Community Education as directed by the Director of Community Education.

III. GROWTH AND DEVELOPMENT

A. Attend in-service orientation sessions

B. Participate in Building Directors' meetings.

IV. LIMITS OF AUTHORITY

A. Work within the policies, rules and regulation of the Board of Trustee, Superintendent of Schools, and Community Education office.

B. Implement changes in procedures only after approval of Community Education Director.

V. FUNCTIONAL RELATIONSHIP

A. Staff position

B. Accountable to Community Education Director

C. Responsible for working closely with Community Education instructors, Community Education Director and Assistant Director to establish a good relationship and congenial rapport.

College Station ISD

POSITION TITLE: Community Education Secretary
DEPARTMENT: Community Education
ACCOUNTABLE TO: Director of Community Education
DUTY DAYS: 242

I. BASIC FUNCTION/PURPOSE OF POSITION

To carry out all office duties related to Community Education as assigned by the Community Education Director including: typing, filing, telephone calls, preparation of forms, teacher-requested materials, record keeping, and weekly calendar of school events.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. General Office Duties
  1. Typing and filing all correspondence.
  2. Making appointments for the Director and Assistant Director.
  3. Order supplies.

B. Calendar of Events
  1. Prepare weekly calendar of all school events.
  2. Prepare schedule of use of school facilities by outside organizations for school staff and Board of Education.
  3. Schedule use of school facilities by outside organizations.
  4. Keep Community School Director informed of school facility use schedule and arrangements to have facilities open at the appropriate times.

C. Telephone
  1. Answer telephone in a courteous and helpful manner, informing callers of classes offered or answering any question to the best of ability.
  2. Make necessary phone calls to cancel classes, remind Neighborhood Advisory Committee members of meetings, etc.

D. Preparation for Programs
  1. Prepare class folders for each class.
  2. Keep record of enrollment and tuition.
  3. Prepare payroll and maintain payroll records for Community Education teachers.
  4. Prepare teacher contracts, W-4 forms, course content sheets, and enrollment forms.

E. Materials for Teachers
  1. Prepare lists of materials required for classes.
  2. Supply teachers with materials required for their classes.

F. Bank Deposits

   1. Prepare and record bank deposits as necessary.
   2. Balance ledger sheets accordingly.

III. GROWTH AND DEVELOPMENT

A. Attend meetings, seminars, and workshops related to areas of responsibility.

B. Pursue, where appropriate, course work which will enhance skills.

C. Memberships in professional organizations are encouraged but optional.

D. Keep informed of district policies and procedures related to areas of responsibilities.

IV. LIMITS OF AUTHORITY

A. Work within the policies, rules and regulations of the Board of Trustees and the Superintendent of Schools.

B. Implement new policies, procedures, and programs of change only after approval of Community Education Director.

V. FUNCTIONAL RELATIONSHIP

A. Staff position

B. Accountable to Community Education Director.

College Station ISD

POSITION TITLE: Community Education Instructor
DEPARTMENT: Community Education
ACCOUNTABLE TO: Director of Community Education
DUTY DAYS: Paraprofessional part-time employee

I. BASIC FUNCTION/PURPOSE OF POSITION

The Community Education instructor is recruited from the community to teach the community. He or she may represent business, the trades, artisans, teaching profession, private citizen and is selected as an instructor to represent not only the best qualified in a particular field and possessing a sense of community spirit, but also because individuals in the community have shown a desire to expand their own proficiency in that field as well. The instructor therefore is charged with the responsibility of teaching those students who are enrolled in the classes for which he or she has agreed to teach.

II. DUTIES AND RESPONSIBILITIES OF THE POSITION

A. Keep an accurate and neat class attendance roll.

B. Restore the class or facility used to the condition it was in, prior to the class meeting.

C. Avoid class cancellations, but when it is essential:

   1. Notify the office as soon as possible.
   2. Contact all class participants.
   3. Reschedule the class only through the Community Education office and only with their approval.

D. Maintain a positive attitude toward class participants, staff, and fellow instructors.

E. Assist in the initial registration of classes.

F. Provide the Community Education office with a completed W-4 form and a signed contract.

G. If needed, submit a supply list to the Community Education office for duplication prior to registration to be given out to prospective participants.

H. Request all duplicating work, the typing of class materials, or other teaching aids at least four working days in advance.

I. Work with the building supervisor involving any problems which may arise that would hinder the teaching effectiveness of the instructor.

III. GROWTH AND DEVELOPMENT

A. Attend and participate in in-service meetings conducted by the Community Education office.

B. Keep informed and current in instructional content area.

IV. LIMITS OF AUTHORITY

A. Work within the policies, rules, and regulations of the Board of Trustees, Superintendent of Schools, and Community Education office.

B. Implement changes in activity or course only after approval of Community Education Director.

V. FUNCTIONAL RELATIONSHIP

A. Staff position

B. Accountable to Director of Community Education.

COMMUNITY bcc EDUCATION
Bay City Independent School District

COMMUNITY EDUCATION ADVISORY COUNCIL AND STAFF

1982-83 Advisory Council Officers and Executive Staff

Chairperson........................Roy Polk
Vice Chairperson............Betty Schlaifer
Secretary.................Carolyn Ashcraft
Director...................Frances Walters
Director......................Sue Milberger

Members

John Acosta
Regina Armstrong
Louise Barr
Mary James Breeden
Rose Castilow
Jerome Cribb
Wilma Criswell
Tom Davis
Glenda Dunn
Terry Gallegos
Cynthia Glover
Margie Griffith
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Rudolph Martin
Rev. Milton McWilliams
Daisy Perez
Darla Popovac
Ginger Rogers
Harley Savage
Haskell Simon
Dr. Jim Sirles
Barbara Sliva
Father Charles Sonnier
David Sorensen
Jerry Winton

Committee Chairmen

Membership Chairmen.......Anne Kovar - Harley Savage
Constitution & By-Laws...............Frances Walters
Nominations & Elections................Ginger Rogers
Retreat...............................Barbara Sliva

Staff

Directors..................Suzy Thompson and Sharon Hunt
Secretary...................................Diana Kimrey
Building Supervisors............Don Haley and Jimmy Adams
Superintendent.........................Dr. Ron McMichael

P.O. Box 631   Bay City, Texas 77414   (713)245-5766

NEEDS ASSESSMENT IDEAS

Community Needs Assessments

The purpose of community education is to better utilize all resources of a community, human and material, so that individuals can improve their life circumstances and so that the total community environment can be optimized toward meeting individuals' wants and needs. The primary purpose of surveying a community is to identify the wants and needs of the people whom the community education process is intended to serve. Once the survey has been planned and conducted and the results tabulated, carefully assessed, and the needs prioritized, the community education director then works diligently to initiate those programs, in conjunction with various agencies and organizations outside the public school sector, which will best guarantee fulfilling identified wants and needs.

Surveying the community is one very valid step in the community education process. However, the director should not overlook a more important return for his/her efforts. This return deals with the positive contribution made to the new community education program, the school system, and the citizens themselves, as a result of the mechanics of surveying. Specifically, the sense of community that takes place between organizers, surveyors, and community residents suddenly emerges as a unifying force within the community. If one examines the transaction of knowledge passed from neighbor to neighbor concerning something new and exciting that is about to happen in their community when the local public schools act in cooperation with other agencies, one can quickly see a grassroots level of awareness developing towards community education.

The results of the survey and subsequent action taken to initiate programs are secondary to the positive public relations that have been developed in the community between the sponsors of community education and the local residents. Community education directors should carefully consider all phases of organizing and conducting a community-wide survey. They should constantly keep in mind that those citizens who are volunteering their time to become involved can well be the beginning of a firm foundation of support for community education as it becomes a way of life in their community.

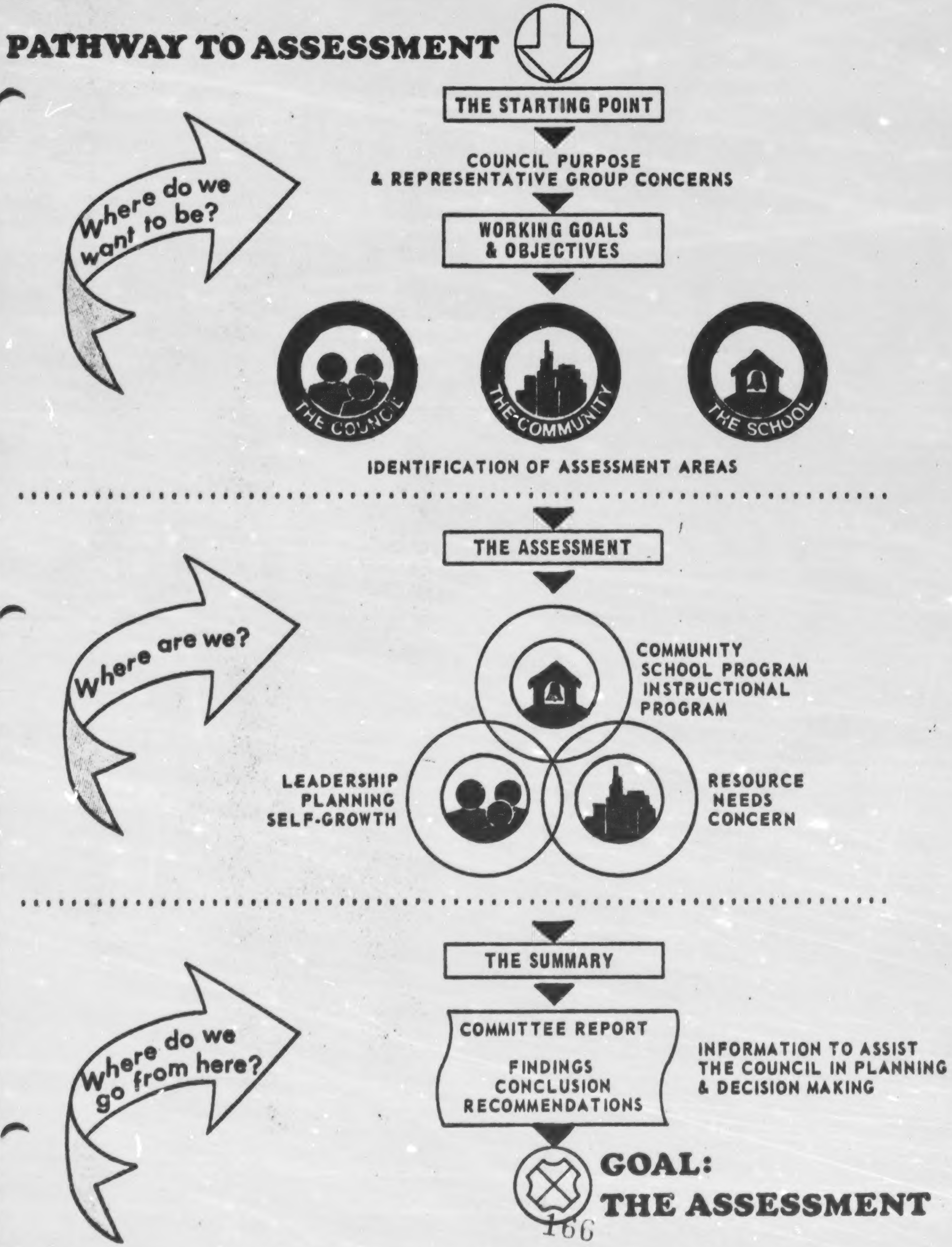
For further information on a step-by-step process for surveying community needs and identifying community resources, see:

"Conducting Community Surveys," by Stephen L. Stark, Center for Community Education, TAMU.

"Module I: Designing, Developing, and Conducting a Community Needs Assessment,: by Walter and Peggy Stenning, Center for Community Education, TAMU.

"Module II: Designing, Developing, and Conducting a Community Resource Identification Study," by Walter and Peggy Stenning, Center for Community Education, TAMU.

PATHWAY TO ASSESSMENT


Where do we want to be?
THE COUNCIL
THE COMMUNITY
THE SCHOOL
Where are we?
Where do we go from here?

THE STARTING POINT

COUNCIL PURPOSE
& REPRESENTATIVE GROUP CONCERNS

WORKING GOALS
& OBJECTIVES

IDENTIFICATION OF ASSESSMENT AREAS

THE ASSESSMENT

COMMUNITY
SCHOOL PROGRAM
INSTRUCTIONAL
PROGRAM

LEADERSHIP
PLANNING
SELF-GROWTH

RESOURCE
NEEDS
CONCERN

THE SUMMARY

COMMITTEE REPORT

FINDINGS
CONCLUSION
RECOMMENDATIONS

INFORMATION TO ASSIST
THE COUNCIL IN PLANNING
& DECISION MAKING

GOAL:
THE ASSESSMENT

THE COMMUNITY ASSESSMENT

In order to gather information about a community, you first need to decide what you mean by community.

1. Does it include only those persons living in a specific area?
2. Does it also include those persons who work in that specific area?
3. How about those people who spend their recreation time in your area?
4. Does "your community" include representatives of agencies working in your area?
5. Other? (The assessment committee must be sure to use the same definition as the Council for "your community!")

REMEMBER: Your answer to these questions is your definition of "COMMUNITY" for this assessment.

Now take a look at your Council to see how it represents your community.

REPRESENTATION PROFILE

1. The Council voting membership includes:

_____ Parents
_____ Students
_____ Teachers
_____ Administrators
_____ Senior Citizens
_____ Feeder School Representatives
_____ Businesspersons with Community Businesses
_____ Church Leader Representatives
_____ Community Organization Representatives
_____ Community Agency Representatives

(A Council that has a wide range of types of leaders is likely to represent a broad range of viewpoints.)

2. The Chairpersons of the Standing Committees include:

_____ Parents
_____ Students
_____ Staff
_____ Senior Citizens
_____ Others

(Don't forget that no group can ever be completely representative and be sure to remember that "representative" does not necessarily mean a larger membership, but one that fits your community.)

3. Does the Representative Profile of your Council match the definition of "community"?

If so, your community assessment will be easier because you will have an already established contact with the many groups that make up "community." You will still need to gather community opinions or concerns.

YOUR ASSESSMENT

You have a definition of community and a profile of your Council. Now you are ready to look again at your concerns.

When the Council developed an assessment goal, you may have decided:

> "To find out what the community was concerned about."

OR

> "To gather information about traffic patterns in your community, specifically in relation to student safety to and from school."

OR

> "To gather information about the environment of your community, especially in terms of possible beautification of that environment."

Whatever your goal, the assessment committee should be able to answer the following questions about it before they begin the community assessment.

A LOOK AT YOUR ASSESSMENT GOAL

		YES	NO
1.	Is it clear what information is to be gathered?		
2.	Is there a need to pick indicators?		
3.	Is the information gathered likely to lead to immediate Council action?		
4.	Is the information gathered likely to lead to a Council strategy plan for coordination with some other agency?		
5.	Is the information gathered likely to lead to a Council report and recommendation to the school administration or city government?		

Some assessments will involve a "yes" response to all five questions. Other assessments will only involve "yes" to one of the questions. Either way, your answers will help you decide which community assessment routes to take.

ASSESSMENT: THE BEGINNING

THE SCHOOL ASSESSMENT

The first step in any school assessment must include interaction and discussion between staff and Council. Included below are discussion questions designed to assist you in exploring your school. The goal for this discussion must be: Opening up communication between communities and staff, not evaluating specific school programs or personnel.

SOME QUESTIONS TO EXPLORE
(with staff of your school)

A. INSTRUCTIONAL PROGRAM

1) What are the educational goals and objectives developed by the staff of your school?
2) How can the community help meet the educational objectives?
3) What is the trend in achievement?
4) What is the staff turnover? the student turnover?
5) What is the length of the experience of the staff?
6) How well do the students achieve after leaving the school?

B. COMMUNITY ACTIVITY PROGRAMS

1) What are the community activities programs and activities available in your school?
2) Which of the programs seem to have the largest attendance, most positive feedback, best response from the community?
3) How can the community help and support these programs as well as develop and support new activities?
4) Are members of the community with special talents used as leaders or resource people in these programs?
5) What is the relationship between community needs and the activities offered?

When these general questions have been discussed, your Council may wish to assess one area of the school more completely.

Developing A Survey

No communications system is complete without a two-way capability...from the sender to the receiver and back. A survey of public opinion is one of the best two-way mechanisms. It takes time, patience and know-how, but there is a good payoff in valuable data.

The best advice: Order the publication, "How to Conduct Low Cost Surveys," from the National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209; Cost: $4.75.

There are four kinds of surveys:

1. Face to face with professional or trained volunteer interviewers...best, most accurate...takes most time.
2. Telephone interviews by trained volunteers...fast, good, economical... good for more than six questions.
3. Mailed...reliable if you get 80% response...usually the "super for" or "super against" respond.
4. Written questionnaires for captive publics, such as school employees or students...high return is assured.

Tips on surveying:

1. Determine what you want to find out.
2. Write and refine the questions. Be sure you ask simple, clear questions. Avoid the open-end questions because they are hard to tabulate.
3. Test the questions on a select number of the audience you intend to sample.
4. Draw the sample. The number 384 from any population will give you 95% reliability. Be sure and draw alternates.
5. Train the interviewers. Have each one interview the other.
6. Set a deadline to complete the survey.
7. Tabulate survey using data or manual processing.
8. Report the results widely.
9. Send thank you notes to all who participated.
10. Act on the findings...surveys cannot be taken for show.

Be sure you ask multiple choice questions that can be computed.

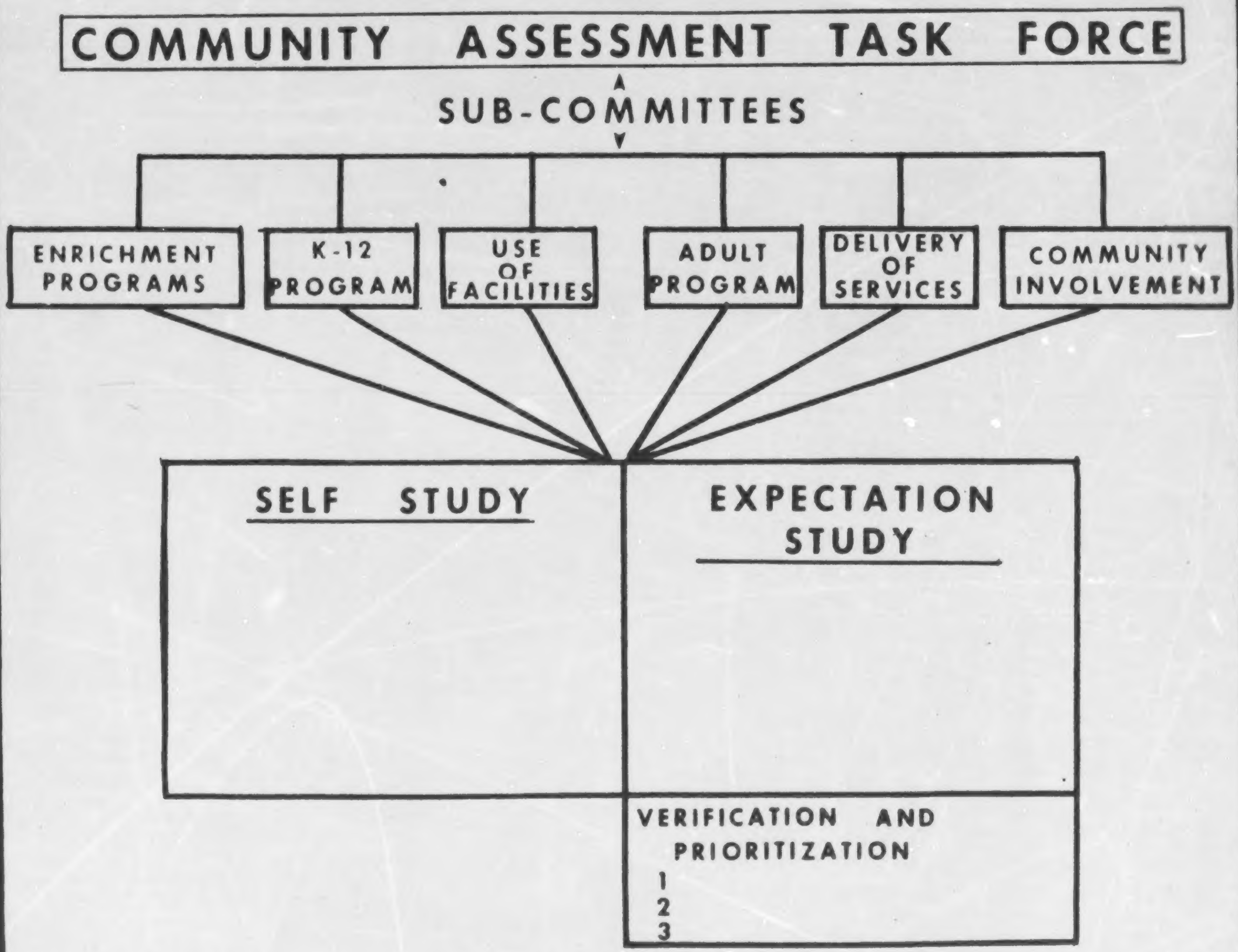
Be sure decision-makers affected by the survey are comfortable with the questions. Writing the questions is the hardest and most time consuming activity.

Report the results first to the body that authorized the survey.

Reconvene the volunteer interviewers for an evaluation of the survey instrument.

This is positive P.R. all the way. The public likes to be asked about its schools and community.

ORGANIZATIONAL CHART


COMMUNITY ASSESSMENT TASK FORCE
SUB-COMMITTEES
ENRICHMENT PROGRAMS
K-12 PROGRAM
USE OF FACILITIES
ADULT PROGRAM
DELIVERY OF SERVICES
COMMUNITY INVOLVEMENT
SELF STUDY
EXPECTATION STUDY
VERIFICATION AND PRIORITIZATION
1
2
3

SAMPLE
Community Education Survey Worksheet

The following areas should be discussed and decided upon at the first meeting of the survey committee:

I. Purpose

- A. Why are we taking the survey?
- B. What do we hope to find out?
- C. What do we want to tell people?

(For discussion: general purposes)

- D. Hope to find out wants of people, plan programs, select time and place of programs, special services needed (babysitting), what hobbies and skills people can teach.
- E. Telling people school is open, why community education, restrictions of programs (leave a brochure or informational sheet)

II. Mechanics of Surveying

- A. Writing the survey (GROUP ONE)
  1. Make sure of purpose
  2. Be aware of cost, ease of compiling, who will pull together the facts
  3. Examine types of surveys
  4. Decide who will fill out questionnaire--all ages, adults, etc.
  5. Write survey instrument
  6. Test on twenty people
  7. Revise and print
- B. Recruiting volunteers (GROUP TWO)
  1. Determine how many homes will be contacted
  2. Each volunteer should visit about ___ homes
  3. Sources may be P.T.A., churches, civic or service clubs

C. Planning routes (GROUP THREE)

  1. Depends upon number of homes to be contacted and number of volunteers
  2. Split community into sections--assign leader
  3. Plan routes for each street and block
  4. Volunteers should follow assigned routes

D. Public Relations (GROUP FOUR)

  1. Inform media, make posters, set dates (1 week)
  2. Provide credentials for volunteers (letter of introduction, sample introduction speech)
  3. Provide supplies
     a. credentials
     b. questionnaires
     c. route maps
     d. large envelopes

E. Training volunteers (GROUP ONE, TWO, THREE, FOUR)

  1. Provide information about community education (film)
  2. Provide information on what is community education
  3. Review survey form question by question--make sure every volunteer understands "why" for every question
  4. Review route maps and need for following routes
  5. Review time schedule for survey, who is zone leader, where material is to be returned, several people to call to answer questions
  6. Review credentials
  7. Pick up materials (credentials, questionnaires, route maps, large envelopes)

SAMPLE

PROCLAMATION

WHEREAS, Community Education is the process of bringing a Community together with a common goal for Youth and Adult Programs, Health Programs, Recreational Programs, Vocational Programs, and Academic Programs; and

WHEREAS, Community Education is people working, learning, and growing together to create a better environment for all its citizens; and

WHEREAS, in Community Education, people become involved, communication increases, and a better community environment is created; and

WHEREAS, the Community Education concept is identified with all ages and groups,

NOW, THEREFORE, I, ______(NAME)______, by virtue of the authority vested in me as Mayor of the City of ____(NAME)____________, in the State of Texas, do hereby proclaim the week of _____(DATE)_________, as

COMMUNITY EDUCATION SURVEY WEEK

for the purposes as listed:

1. To identify wants and needs of the Community,
2. To identify major problems in the Community,
3. To communicate directly with the people to get opinions and suggestions for bettering the Community,
4. To determine programs to solve wants, needs, and problems, and
5. To establish priority programs for pre-schoolers to Senior Citizens.

In Witness Whereof, I have hereunto set my hand and caused the Seal of the City of ______(NAME)_____, to be affixed at City Hall, this fith day of January, One Thousand Nine Hundred and Seventy Nine.

ATTEST:

____
Mayor

City of ______________________

____
City Secretary

Rockwall Community Survey Week...MAY 1–8

A PROJECT OF THE
ROCKWALL
COMMUNITY EDUCATION
ADVISORY COUNCIL

10 MINUTES OF YOUR TIME WILL PROVIDE USEFUL INFORMATION ABOUT OUR COMMUNITY TO HELP:

- CHURCHES
- SCHOOL
- CITY
- AND OTHER COMMUNITY AGENCIES

PLAN PROGRAMS THAT OUR COMMUNITY'S CITIZENS WANT AND NEED!

COMMUNITY SURVEYORS WILL WEAR A BADGE OF IDENTIFICATION.

THEY WILL VISIT AND SURVEY A SAMPLE 1,000 HOMES IN OUR COMMUNITY.

PLEASE HELP US! NO NAMES WILL BE REQUIRED ON THE SURVEY... JUST INFORMATION THAT WILL BE USED ONLY ON A GROUP BASIS.

SAMPLE
SURVEY PROCEDURES

This survey is being taken to help determine the problems, needs, and desires of the people of the ________________ area. We hope these needs and desires may be partially met through community education.

Each interviewer should have:

10 letters of introduction
10 copies of questionnaire
1 list of names and addresses of persons interviewed
10 questionnaire envelopes
1 name tag
1 map
10 pamphlets
1 survey procedure

Interview Steps

1. Determine names of persons interviewed.

2. Receive interview materials and be briefed on interviewing procedures.

Procedures for Interviewing

1. Introduction: "Good day (or evening). I'm ________________________ representing the ____________________ Community Education Committee. We are in the process of finding out the needs and desires of the people of the __________________ area. This letter will explain our study." (At this time present the letter of introduction.)

2. At this time, if you have not previously arranged the time of interview, ask if it would be convenient to complete the interview now or at a time in the near future. If it is not convenient then, set a definite time within the next two days.

3. If you are refused entry or the person is very negative, thank them and go on to the next person on your list.

Before Completing the Questionnaire

1. Re-state that your purpose is only to find out information and opinions. You are not selling anything or representing any company.

2. State that the questionnaire is completely confidential. It has no name or identifying marks.

3. Allow the person a choice of (a) filling out the questionnaire by himself or herself or (b) having you ask the questions and record the answers. Either (a) or (b) is acceptable, but (a) is preferred.

4. State that the answers to the questionnaire will be used only to determine how community education may serve the people of ___________.

5. Answer any questions the interviewee may have. Be as forthright as possible. Do not be afraid to state that you do not know if a question is asked to which you do not have the answer. Invite them to call ________________________, Director of Community Education to find the answer to such a question. The phone number is on the letter of introduction.

6. If the person does not wish to respond to the questionnaire, thank him or her and leave courteously.

7. If the interviewee is agreeable, complete the questionnaire.

8. After completing the questionnaire, have the interviewee place the questionnaire in the envelope and seal it.

9. Thank the interviewee and go on the the next name on the list.

Some Interview Tips

1. Be courteous at all times. If the interviewee becomes negative, argumentative or abusive, simply leave as quietly as possible. Attempt to show the person the importance and non-obligation of the questionnaire, but do not argue or "talk back" to the interviewee.

2. Do not leave the questionnaire to be mailed in or picked up later. State that the questions will take only a few minutes to answer and you would prefer either to wait or to return at a later time to have the interviewee respond to the questionnaire.

3. Tell the interviewee that he or she was selected at random--that the individual's name was in a sense "picked from a hat" containing the names of all the people in the ____________________________ area.

4. Interview only one person per household, either a man or woman. If there is a person between 16 and 21 in the home who is not in school, he or she may be interviewed in lieu of an adult.

5. Make the respondent feel his or her answers to the questionnaire are important to the study. Some of the questions may seem unimportant, but they have been carefully selected to help determine the needs and desires of the community.

6. If a respondent objects to answering or is unable to answer any specific question, simply allow him or her to skip that item and complete the rest of the questionnaire.

7. Try to conduct the interview in a quiet place. Suggest a room where a TV is not on, etc.

8. If you ask questions, recite them exactly as written. If the respondent asks "What does this mean," say "Please answer as best you can on the basis of what the question means to you."

9. State that further information on community education will be appearing in the papers or on the radio or television. Persons may call the Community Education Office at ____________________.

10. The cost of each activity will be determined by the number of participants, type of activity, and etc. Each program will be made as inexpensive as possible. Rarely will an activity cost more than $10. Most programs run 3-12 weeks.

11. Community education will not interfere with any existing programs or agencies. Every effort will be made to cooperate with the Boys Club, YMCA, churches, agencies, etc.

Good luck. If you have questions, contact your team leader.

FANTASTIC
FRISCO

FRISCO INDEPENDENT SCHOOL DISTRICT

TO WHOM IT MAY CONCERN:

The bearer of this letter is a citizen of Frisco and has volunteered his/her time in order to help the Frisco Independent School District conduct its Community Education Survey. This is an opportunity for the Frisco community to assist us in planning the Community Education program and using your school facilities to the maximum extent possible.

The purpose of this survey is to assess the needs, interests, desires, and resources of the Frisco community in order to plan for an educational, cultural, and recreational program of classes and activities that are tailored to those needs. The input you give will make a difference in what Community Education does or does not do in the future.

Your cooperation in assisting us in this survey will be greatly appreciated.

Respectfully yours,

Justin Wakeland

Justin Wakeland, Ed. D.
Superintendent, Frisco ISD

P. O. Box 910 426 West Maple Frisco, Texas 75034

FRISCO INDEPENDENT SCHOOL DISTRICT
COMMUNITY EDUCATION
P.O. Box 910
426 West Maple
Frisco, Texas 75034

January 18 - January 25, 1982

COMMUNITY EDUCATION SURVEY WEEK!

Dear Neighbor,

In our first step to serve the needs of people in Frisco, the Community Education Advisory Council -- through the Community Survey -- wants to know what you want, what you need, what you are concerned about, and what your suggestions are for making your life better in Frisco.

After evaluating the surveys, the Council will begin developing programs and activities directed to the wants, needs, and concerns of the community. This information will also be shared with other community groups so that they may provide improved or increased services.

Each section of the survey will be studied separately. The survey is completely confidential and will be used for statistical purposes only.

Thank you in advance for your time and cooperation in completing the attached survey. If you have any questions or suggestions, please contact Community Education Director Doug Zambiasi at 377-3464.

Community Education Advisory Council:

David Buck
Hazel Bunker
Wilbur Butler
Ruth Borchardt
Reba Carroll
Sylvia Elizondo
Robert Matson
Wilma Fisher
Carolyn Goforth
Taylor Hansel
Clara Jones
Pat Kramer
Armetha Norris
Debbie Shasteen
Becky Ortega
Sharon Parker
Elizabeth Pink
Rick Reedy
Jack Scott Jr.,
Lloyd Smith
D.C. Smotherman
Bob Spitzer
Boyd Sawyer
Charles Van Bebber
Joe Wade
Terry Walden

Community Volunteers:

Jerry Ingram
Glynda Covington
Cheryl Kubala
Max Bledsoe
Janie Rivas
Carlos Liscano
Jean Lumpkin
Patrick Parker
John Cole
Dale Smith
Charlene Cobb
Debra Petty
Daryl Trent
Linda Wade
Glenn Hastings
J. Bristow
Ina Gene Waldsmith
Robert Jackson
Rhoda Christie

SURVEYOR ______________________ CHAIRMAN ________________

TELEPHONE ______________________ AREA NO. ________________

ADDRESS ______________________

BAY CITY, TEXAS

Community Education Interest Survey

MASTER LIST OF RESIDENTS SURVEYED

RESIDENTS SURVEYED

1. Name ______________________________ Time ______________
2. Name ______________________________ Time ______________
3. Name ______________________________ Time ______________
4. Name ______________________________ Time ______________
5. Name ______________________________ Time ______________
6. Name ______________________________ Time ______________
7. Name ______________________________ Time ______________
8. Name ______________________________ Time ______________
9. Name ______________________________ Time ______________
10. Name ______________________________ Time ______________

Surveyor's Record Sheet

This is only for your personal use and will not be turned in to your captain. It will help you keep "tabs" on your surveying.

Residents to be surveyed	completed	not at home	return to complete	appointment to call back
1. Name Address Ph. No.				
2. Name Address Ph. No.				
3. Name Address Ph. No.				
4. Name Address Ph. No.				
5. Name Address Ph. No.				
6. Name Address Ph. No.				
7. Name Address Ph. No.				
8. Name Address Ph. No.				
9. Name Address Ph. No.				
10. Name Address Ph. No.				
11. Name Address Ph. No.				
12. Name Address Ph. No.				
13. Name Address Ph. No.				
14. Name Address Ph. No.				
15. Name Address Ph. No.				

WEATHERFORD COMMUNITY EDUCATION
COMMUNITY SURVEY

Area

_____

1. Sex

_____Male
_____Female

2. Race

_____White
_____Black
_____Chicano
_____Other _______________

3. How long a resident of Parker County?

_____Less than 1 year
_____1 to 4 years
_____4 to 10 years
_____over 10 years

4. Do you own or rent your home?

_____Own
_____Rent

5. Age

_____18 or less
_____19 to 40
_____41 to 60
_____61 or over

6. Number of children in household in Weatherford Public Schools

_____None
_____Bowie
_____Crockett
_____Stanley
_____Travis
_____Middle School
_____High School

7. Have you or any of your household participated in any community education activities?

_____Yes
_____No
_____Not sure

Questions about the Weatherford Public Schools (Please be specific and give examples where possible.)

8. In your opinion, what educational programs of the Weatherford Public Schools are successful at the present time?

9. What do you think the Weatherford Public Schools are now doing that could be done better?

10. What do you think the Weatherford Public Schools are not presently doing that should be done?

11. What do you think the Weatherford Public Schools are now doing that they should not be doing?

12. How important do you think community education is to our community?
_____extremely important   Comment:
_____fairly important
_____of little importance
_____of no importance
_____not aware of CE

13. What programs or activities would you like to see community education offer in the future?

Special Issue Questions

Place any comments in empty space to right of answer

14. Do you feel that efforts to attract "clean" industry to Weatherford should be continued?

_____Yes
_____No
_____Undecided

15. In your opinion, is Weatherford's present rate of growth too slow, satisfactory, or too fast?

_____too slow
_____satisfactory
_____too fast
_____undecided

16. If a bond election were called to finance the construction of a municipal complex, what items do you think should be included? (Check all that apply)

_____city council meeting room
_____administrative offices
_____police office space
_____fire station
_____municipal (city) courtroom
_____other _______________
_____no bond election should be called

17. Do you feel that Weatherford needs a "low-cost" or free public health clinic with fees based on the patients' ability to pay?

_____Yes
_____No
_____Undecided

18. Do you think a bond election should be called to finance the building of storm sewers in areas where drainage is a problem?

_____Yes
_____No
_____Undecided

Questions About the Community

19. What do you think are the biggest problems facing the citizens of Weatherford?

20. Please give Weatherford a grade in the areas shown below. (Use the traditional grading system shown at right.)

A - superior
B - above average
C - average
D - below average
F - totally unacceptable
NR - no reply

a. _____parks and recreational facilities
b. _____library services
c. _____recreation for pre-teenagers
d. _____recreation for teenagers
e. _____recreation for adults
f. _____services for elderly
g. _____adult education
h. _____mental health and counseling services
i. _____public schools
j. _____vocational or job training
k. _____child-care services
l. _____medical services and facilities
m. _____county extension office services
n. _____availability of good jobs within the community
o. _____long-range community planning
p. _____law enforcement
q. _____fire protection
r. _____street conditions
s. _____building and sanitation code enforcement
t. _____garbage collection
u. _____water service
v. _____animal control
w. _____electrical service
x. _____ambulance service
y. _____acceptance of newcomers
z. _____banking services

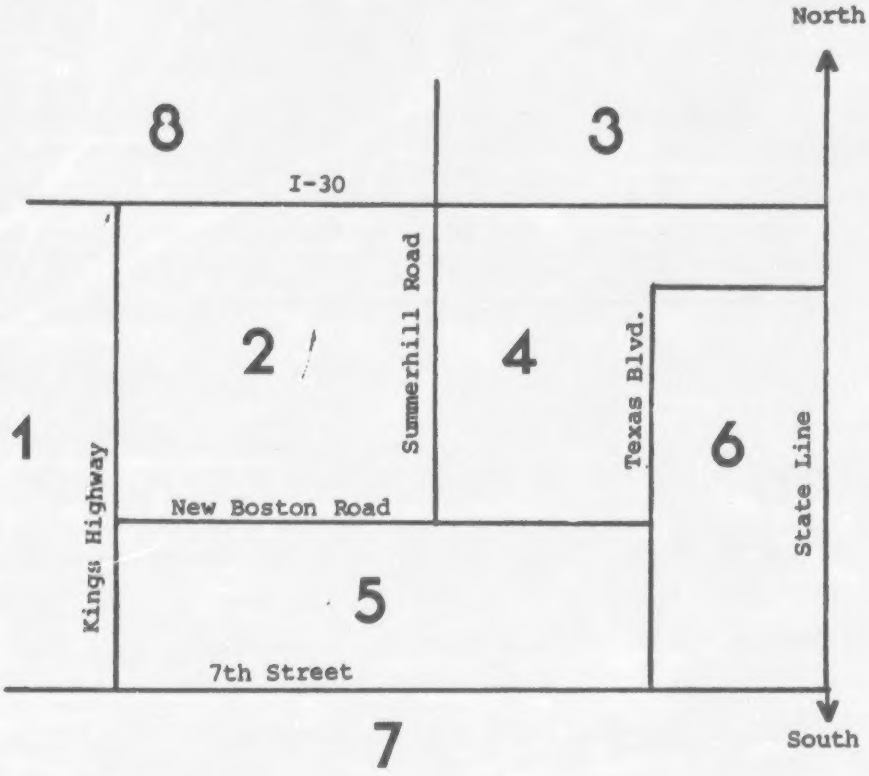
21. Do you have any suggestions as to how to improve any of the areas above?

22. Do you know of a particular problem or hazard in your neighborhood which City Hall should correct? (include location)

Texarkana Independent School District
Community Education
Needs Assessment Survey

PERSONAL INFORMATION

1. Please check the area of Texarkana in which you live.


North
8
3
I-30
2
Summerhill Road
4
Texas Blvd.
1
Kings Highway
6
State Line
New Boston Road
5
7th Street
7
South

2. Marital status:

____Married ____Single ____Divorced ____Widowed

3. Ethnic group:

____Asian ____Anglo ____Black ____Mexican-American ____Other

4. Sex:

____Female ____Male

5. In which one of the following categories is your job best represented?

____Farmer/Rancher
____Professional
____Managerial
____Skilled craftsman
____Laborer
____Homemaker
____Student
____Technical
____Do not work
____Retired
____Other

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6. Please check the highest level/grade of education completed by you and your spouse.

	0	1	2	3	4	5	6	7	8	9	10	11	12	College 1	College 2	College 3	College 4	Adv. Degree
Husband/father																		
Wife/mother																		

7. What do you consider to be your primary local information source?

____KCMC Radio ____KOSY Radio ____KTFS Radio ____KADO Radio

____KTAL TV ____Texarkana Gazette ____Texarkana Times

8. How long have you lived in Texarkana?

____ 0 to 1 year ____ 2 to 5 years ____6 to 10 years ____over 10 years

9. Please check the number of people in the following groups who live in your home.

	0	1	2	3	4	more
Preschool						
Elementary						
Middle School 5-8						
High School 9-12						
Adults						
Senior Citizens						

SCHOOL RELATED

1. Do you have children in public schools? ____Yes ____No

Do you have children in private schools? ____Yes ____No

2. A good relationship exists between Texarkana Independent School District and the people in my community.

____strongly agree
____agree
____don't know
____strongly disagree
____disagree

3. Texarkana Independent School District is fulfilling the needs of our community.

____strongly agree
____agree
____don't know
____strongly disagree
____disagree

4. Please indicate how often you or members of your family participate in or attend the following:

	Actively	Occasionally	Never
PTA Functions	____	____	____
School athletic events	____	____	____
School open house	____	____	____
School plays	____	____	____
Community Education or Adult Education classes	____	____	____

5. Please check the appropriate answer.

Yes	No	
___	___	If schools were dismissed early due to severe weather or other reasons, would your child know what to do?
___	___	Do you feel well informed about what happens in your public schools?
___	___	Have you ever considered pursuing a four-year college degree?
___	___	Are you aware that there is a branch of East Texas State University in Texarkana?
___	___	Are you aware that ETSU-T offers bachelor's and master's degrees in the fields of Arts & Sciences, Education, and Business?
___	___	Did you know that Texarkana Community College and ETSU-Texarkana are separate institutions, with TCC offering freshman and sophomore level courses and ETSU-T offering junior, senior, and graduate level courses?
___	___	Have you ever received printed material concerning ETSU-T? (flyers, brochures, schedules, catalogs, etc.)
___	___	Have you or a member of your family ever attended ETSU-T?

COMMUNITY EDUCATION

1. Are you aware of the Texarkana Independent School District Community Education Program? ____Yes ____No

2. Please indicate those courses you or members of your family would probably take if they were offered at a suitable time. (Check no more that three in each category.)

Recreational and Sports Activities

____Bridge
____Chess
____Roller skating
____Modern dance
____Camping/hiking
____Tennis
____Gymnastics
____Volleyball
____Softball
____Bicycling
____Yoga
____Archery
____Slimnastics
____Basic Boating
____Hunter safety
____Country/Western dancing
____Mid-Eastern dancing
____Weight lifting (men)
____Weight lifting (women)
____Aerobics
____Karate
____Jogging
____Wrestling
____Other________________

Home Management and Domestic Skills

____Plumbing
____Upholstery
____Diet cooking
____Microwave cooking
____Landscape/lawn care
____Lamaze childbirth method
____Pre-natal/infant care
____Sewing (beginning)
____Sewing (advanced)
____Gourmet cooking
____Furniture refinshing
____Interior decorating
____Saving energy in the home
____Swimming pool maintenance
____Auto mechanics
____Gardening
____Cake decoration
____Furniture repair
____Small engine repair
____Air conditioning maintenance
____Other________________

Enrichment Courses

____Speed reading
____Oil painting
____Bible study
____Defensive driving
____Estate planning
____Law for the layman
____Guitar playing
____Bee keeping
____Motorcycle operator training
____Conversational French
____Jewelry making
____Family finance
____Stained glass
____Buying stocks
____First aid
____Metric system
____Bass Fishing
____Public speaking
____Cardio-Pulmonary resuscitation
____Dry and silk flower arranging
____Creative writing
____Knitting/Crocheting
____Tole painting
____Photography
____Wood Carving
____Calligraphy
____Diet/Nutrition
____Income Tax preparation
____Conversational Spanish
____Other________________

Children and Teens

____Summer theater
____Art
____Babysitting
____Swimming
____Cooking for children
____Drill-team preparation
____Study skills
____Twirling
____Basketball camp
____First aid
____Cheerleading preparation
____Cardio-Pulmonary resuscitation
____Gymnastics
____Calligraphy
____Baseball camp
____Communication skills
____Drivers education
____Beginning Spanish
____Alternative physical education

3. Would you use a supervised child-care service for your children so you could participate in the Community Education classes being offered?

____Yes ____No

4. When should Community Education offer classes for you and your family? (Check as many as apply.)

____after school
____holidays
____day
____Saturdays
____evening
____summer months

5. By which means are you most informed about Community Education activities? (Check two.)

____Newspapers
____Circulars
____Radio/TV
____Mailed brochures
____Word of mouth
____Other
____Store posters
____Notes from school

6. Which of the following courses would you or a member of your family participate in if they were made available? (Check as many as desired.)

____GED (Graduate Equivalency Diploma)
____High school diploma program
____English and math review
____ABE (Adult Basic Education)
____Clerical courses
____Vocational courses

7. Would you like to see Community Education offer mini-workshops in any of the following area? (2 to 3 one-hour programs) ____Yes ____No

If yes, please check areas in which you would be interested.

____Income tax preparation
____Saving energy in the home
____Blazer making
____Bread making
____Landscaping for businesses and residences
____Estate planning
____Home computers
____Microwave cooking
____Other

8. Is a motorcycle operator training course for 15 to 18-year-olds needed in our community? ____Yes ____No

CITY

1. Do you know the location of the Texarkana Public Library? ____Yes ____No

2. Are current library hours convenient for you? ____Yes ____No

3. Which days and times would you find most convenient to visit the library? (Check all that apply.)

	Morning	Afternoon	Evening
Monday	____	____	____
Tuesday	____	____	____
Wednesday	____	____	____
Thursday	____	____	____
Friday	____	____	____
Saturday	____	____	____
Sunday	____	____	____

4. Whether or not you use the public library, the fact of its existence may have value for you. How important is it to you that Texarkana provide comprehensive public library service.

____Very important
____Of some importance (I want library service available.)
____Not important (I don't care whether there is a public library.)

5. Costs for all services continue to rise. To continue to offer the level of services now provided by the Texarkana Public Library, some increases in funding are required annually. If new services are to be offered, funding must be increased proportionately. In light of costs, do you think that services should be: (check one)

____Increased
____Maintained at current level
____Reduced

6. Among changes or additions which could be made in library services, hours of operation, and policies, which one of the following changes would most increase your use of or satisfaction with the Texarkana Public Library?

____No change necessary
____Library open on Sunday
____More books for teens
____More recordings
____More library programs for adults
____Special services for the aging, homebound, handicapped, and confined
____More staff
____Increased evening hours
____More books for children
____More library programs for children
____Better information and other staff services
____Other________________

7. If decreased library funding forced reductions in Texarkana Public Library spending, which three of the following actions should be considered?

____Reduce library operating hours
____Reduce reference collection
____Reduce number of book titles purchased for adults
____Reduce number of book titles purchased for children and teens
____Reduce number of duplicate copies of popular materials
____Reduce number of magazine and newspaper subcriptions
____Reduce number of records, cassettes, and films purchased for lending
____Reduce programs for adults
____Reduce programs for children
____Reduce information services
____Reduce special service for the aging, homebound, handicapped and confined
____Other________________________________

8. Have you visited or telephoned the Texarkana Public Library in the past year? ____Yes ____No

If your answer is no, please check all your reasons that apply.

____I don't have time
____I use another library
____Hours are inconvenient
____Location is inconvenient
____Parking is inconvenient
____It doesn't have what I need
____I don't need a library
____Other____

If your answer is yes, what is your single most important reason for using the Texarkana Public Library? (Check only one.)

____For information or materials related to school
____For information or materials related to job or career
____For information related to personal interests or needs
____To acquire reading materials for leisure time use
____To acquire other materials for leisure time use
____Other____

9. From the list below or by adding to it please indicate the 5 recreational activities you enjoy most.

____Archery
____Badminton
____Trampolining
____Basketball
____Self-defense
____Table tennis
____Touch football
____Weightlifting
____Boxing
____Bridge
____Chess
____Dancing
____Darts
____Dominoes
____Wrestling
____Baseball
____Fencing
____Field hockey
____Flag football
____Golf
____Gymnastics
____Handball
____Volleyball
____Track and field
____Jogging
____Racquetball
____Soccer
____Softball
____Wrestling
____Biking
____Bingo
____Other_____

10. How do you think the city should spend its recreation and parks funds? (Check one.)

____Acquire more land for future development
____Improve existing park facilities and equipment
____Expand or develop new organized recreation programs or activities

11. Do any of the following prohibit you from participating in city-sponsored recreation activities?

____Physical barriers within the recreation areas (Examples: streets, stairs, access barrier for handicapped)
____Social barriers (Examples: age, race, overcrowding)
____Inappropriate activities or events
____Lack of publicity regarding opportunities offered
____Poor location
____Time activities are offered

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12. Please rate the following city services:

	Needs Much Improvement	Needs Some Improvement	Needs No Improvement
Police protection	____	____	____
Street maintenance and repairs	____	____	____
Traffic signs and signals	____	____	____
Street lighting(in your neighborhood)	____	____	____
Water service	____	____	____
Fire protection	____	____	____
Storm drainage(in your neighborhood)	____	____	____
Public housing	____	____	____
Animal control	____	____	____
Emergency medical services (ambulance)	____	____	____
Garbage collection	____	____	____
Environmental Services (rats, weeds, dilapidated buildings, etc.)	____	____	____

What services, not currently offered, should be provided by the City?

____

____

____

13. What particular problem or hazard in your neighborhood needs to be corrected? (Please include location.)

____

____

____

14. Are you happy with the dates and times that city swimming pools are open? ___Yes ___No If your answer is no, please offer any suggestions that you feel would make the pool operations more available to everyone.

____

____

____

15. Do you feel that efforts to attract industry to Texarkana should be continued? ___Yes ___No

16. How do you feel about Texarkana's present rate of growth? It is ___Too slow ___Too fast ___Satisfactory

17. What type of business do you think Texarkana needs most?

____

____

____

____

18. Please grade Texarkana in the areas shown below.

	Excellent	Good	Average	Poor
Parks/recreation facilities	___	___	___	___
Library services	___	___	___	___
Recreation for teen-agers	___	___	___	___
Recreation for adults	___	___	___	___
Services for elderly	___	___	___	___
Public schools	___	___	___	___
Vocational or job training	___	___	___	___
Child care services	___	___	___	___
Medical services and facilities	___	___	___	___
County extension office services	___	___	___	___
Long range community planning	___	___	___	___
Law enforcement	___	___	___	___
Fire protection	___	___	___	___
Street conditions	___	___	___	___
Garbage collection	___	___	___	___
Water service	___	___	___	___
Animal control	___	___	___	___
Electrical service	___	___	___	___
Ambulance service	___	___	___	___
Acceptance of newcomers	___	___	___	___
Banking services	___	___	___	___
Adult Education/Community Education programs	___	___	___	___
Mental health and counseling services	___	___	___	___
Availability of good jobs within the community	___	___	___	___
Building and sanitation code enforcement	___	___	___	___

19. Please indicate any suggestions to improve any of the areas above.

____

____

____

20. Are you aware of the services offered by the Texas Rehabilitation Commission? ___Yes ___No ___Don't know

21. Are you aware that Texarkana has a Sheltered Workshop for the handicapped? ___Yes ___No

22. Did you know that the Bowie County Health Department provides information on water wells (safety, types, construction, requirements) and will test water for human consumption? ___Yes ___No

23. Do you think the city should have one telephone number for all emergencies? ___Yes ___No

24. Do you think the Neighborhood Crime Watch Program is helping deter crime in your neighborhood? ___Yes ___No

25. Would you agree to discontinue or reduce existing community services (police, fire, roads) due to increases in their costs? ___Yes ___No

26. Would you watch a weekly hour-long TV program about Texarkana business? ___Yes ___No

27. How do you think the Texarkana Chamber of Commerce is doing its job of promoting economic development and improving the quality of life in our community? ___Good ___Fair ___Poor

28. What talents, skills, training, etc., do you have which you would be willing to share either on a voluntary or a paid basis?

____

____

____

Optional: Name______________________________

Address______________________________

Phone______________________________

THANK YOU VERY MUCH!

Pharr-San Juan-Alamo
Community Education Survey
1979

Atención: La información que le pedimos en este questionario nos dará una base para formular un programa de educación para la Comunidad que se ofrecerá durante el año escolar 1979-1980. Areas de interés que usted indique no lo obligan de ninguna manera a que se registre o enseñe algun curso.

Sus opiniones tocante nuestras escuelas y vida en la comunidad son importante para nosotros y sinceramente le pedimos su honesta y candida opinión. Sin embargo todas las preguntas se le ofrecen en una base voluntaria y se guardarán en confiansa. Su tiempo y cooperación en completar este questionario es apreciado.

Heraldo H. Peña
Director de Community Education

****

1. Cuál es su occupación?

____1) Profesional, Gerencia, Administrativo, técnico
____2) Vendedor o dependiente
____3) Artesano o mayordomo
____4) Laborero
____5) Sin empleo
____6) Ama de casa
____7) Retirado
____8) Otra ________________

2. Indique el número de niños que viven en su casa en los siguiente grupos circulando el número apropiado.

Grupo de Edad	Circule Número
0-3 años	0 1 2 3 4 5+
4-5 años	0 1 2 3 4 5+
6-12años	0 1 2 3 4 5+
13-15años	0 1 2 3 4 5+
16-18años	0 1 2 3 4 5+

3. Cuantos niños de las edades 16 a 18 años viven en su casa y no atienden la escuela?

0 1 2 3 4 5+

4. Cuantos adultos viven en su casa a grupos de edad?

Grupos de Edad	Circule Número
18-25 años	0 1 2 3 4 5+
26-35 años	0 1 2 3 4 5+
36-45 años	0 1 2 3 4 5+
46-55 años	0 1 2 3 4 5+
56-60 años	0 1 2 3 4 5+
61+	

Favor de completar las siguientes preguntas:

NOMBRE:
Sr.
Sra.
Srta.______________________________

Teléfono Residencia______________

Oficina____________________

Domicilio:____
____

6. Indique el grado educacional mas alto que completó:

Esposo o Padre		Esposa o Madre
____1)	menos de 8 anos	____1)
____2)	8-12, no graduado	____2)
____3)	graduado de secundaria	____3)
____4)	algo de colegio	____4)
____5)	graduado de colegio	____5)

7. Cuanto tiempo ha vivido en pueblo? ____________________.

____1) 0-1 año
____2) 2-5 años
____3) 6-10 años
____4) 11+ años

Cuales de las actividades siguientes tomaría ud. o algún miembro de su familia si se ofrecieran?

8. RECREACION Y ACTIVIDADES DEPORTIVAS

____1) Bridge/Asedrez
____2) Baile
____3) Tenis
____4) Béisbol/Volibol
____5) Bicicleta
____6) Precaución al Navegar
____7) Yoga
____8) Basketbol
____9) Pesca
____10)Precaución al casar
____11)Adelgasar
____12)Golfo
____13)Otro - ____________________

9. MANEJAMIENTO DEL HOGAR Y HABILIDADES DOMESTICAS

____1) Reparación de motores chicos
____2) Reparación de techos
____3) Plomería
____4) Reparación de asuntos de hogar
____5) Jardinería
____6) Tapicería
____7) Reparación de herramienta eléctrica
____8) Reparación y acabado de muebles
____9) Decoración de pasteles
____10)Otro ____________________

10. CURSOS PARA MEJORAMIENTO DE TRABAJOS

____1) Maquinografía
____2) Taquigrafía
____3) Máquinas de oficinas
____4) Tenedor de libros
____5) Proceso de computación
____6) Contador
____7) Diseñador
____8) Dibujo mecánico
____9) Entrenamiento en ventas
____10)Carnicería
____11) Cuidado de ganado
____12) Cosecha de huertos
____13) Cosecha de ______________
____14) Español como segunda lengua
____15) Declamación
____16) Habilidad en comunicaciones
____17) Lengüage de negocios
____18) Manejamiento de personal en negocios
____19) Otro ____________________

11. CURSO DE ENRIQUECIMIENTO

____1) Improvisar la lectura
____2) Escritura creativa o artística
____3) Financiamiento familiar
____4) Planear los bienes
____5) Proceder de impuestos
____6) Manejando su tiempo
____7) Estudio Bíblico
____8) Periodismo
____9) Manejando su cuenta de banco
____10)El sistema métrico
____11)Financiamiento escolar
____12) Como hacer prendas de adorno
____13) Pinturas en aceite
____14) Diseño básico de arte
____15) Decoupage
____16) Hacer colchas
____17) Arte en piel
____18) Tejer/crochet
____19) Guitarra
____20) Trabajo en madera
____21) Otro ____________________

12. EDUCACION MEDICA Y RELACIONES HUMANAS

____1) Clases para padres que esperan niños
____2) Como detectar cancer
____3) Prevenir accidentes
____4) Educación de abuso de drogas
____5) Salva vidas (resusitación)
____6) Primeros auxilios
____7) Comunicaciones en matrimonio
____8) Seminario para viudo/viuda
____9) Consejos para jóvenes
____10) Higiene (Hygiene)
____11) Como cuidar niños
____12) Padres eficientes
____13) Seminario para divorciados
____14) Como anda mi corazón?
____15) Salud mental
____16) Nutrición
____17) Control de la natalidad
____18) Otro ______________

13. Generalmente, que hora del día sería más conveniente para participar en una clase?

____1) Por la mañana
____2) Por la tarde
____3) Por la noche
____4) Cualquier hora
____5) Ninguna hora
____6) No interesa

14. Qué día o días son mejor?

____Lunes
____Martes
____Miércoles
____Jueves
____Viernes
____Sábado

15. La mayoría del tiempo necesitaría alguien para cuidar sus bebé(s)?

____ Sí ____ No ____ No se aplica

16. Interesa en participar en cualquiera de los siguiente?

Coro de la comunidad ____ Sí ____ No
Banda de la comunidad ____ Sí ____ No
Teatro de la comunidad ____ Sí ____ No

17. Favor de poner una X en frente de cualquier programa o actividad de los siguientes en cual usted interesa servir como voluntario por parte de su tiempo.

____PTA
____Concilio para educación de la comunidad
____Niña guia (Girl Scout)
____Niño guia (Boy Scout)
____Cubs or Brownies
____Clubs para jóvenes de 13-19 años
____Actividades recreasional para niños
____Actividades recreasional para niñas
____Otras actividades de la comunidad
____Clases para adultos
____Ciudadanos de mayor edad
____Programa para niños de 3-4 años
____Tutor (enseñar)
____Otro (favor de indicar)
____
____

18. Favor de rodear el día o días los cuales usted pudiera asistir en cualquier actividad que usted indicó en pregunta número 16 y 17.

L M M J V S

19. Estaría usted o alguien que usted conoce interesado en enseñar classes en el Programa de Educación para la Comunidad? ____Sí ____No

Qué area? ________________________ Nombre ________________________

20. Ve usted o miembros de su familia el Canal 2 en la televisión?

____Sí ____No ____No tiene cable

Porqué? ____

21. Si pudiera ver televisión de cable, tendría interés en ver lo siguiente sobre el Canal 2?

Eventos especiales de niños escolares ____Sí ____No
Actividades de clase de niños escolares ____Sí ____No
Pláticas tocante las personas y las actividades de la comunidad ____Sí ____No
Pláticas sobre la salud personal y familiar ____Sí ____No
Clases de lectura ____Sí ____No
Nuevas y anuncios escolares ____Sí ____No

22. Para los programas que interesa en ver (si tubiera cable) que hora del día sería mejor?

____Por la mañana
____Entre la 1 y las 5
____Ha mediodía
____Entre las 7 y las 10

23. Aprovecha usted o miembros de su familia las facilidades de la biblioteca?

____Sí ____No

24. Si las aprovecha, las ha usado para los siguiente:

____Novelas
____Historias
____Libros de referencia
____Libros de niños
____Cualquier otra cosa
____

25. De la siguiente lista, seleccione los artículos que usted crea necesitar más atención, mejoras, o expansión.

____Vandalismo
____Gobierno de la ciudad
____Tráfico
____Semáforos y anuncios
____Escuela primaria
____Escuela vocasional
____Escuela secundaria
____Falta de empleo o ocupación
____Viviendas
____Servicios de la ciudad
____Servicios de salubridad
____Calles o avenidas
____Crimen
____Programas juveniles
____Fumigación contra la rata
____Peligros contra incendios
____Parques de la ciudad y diverciones
____Departamento policiaco
____Alcolismo
____Abuso de drogas
____Otro ________________________

Gracias por su tiempo.

SAMPLE

TEACHER POLL

_____________________________ SCHOOL

(To be distributed to the teachers in your school)

A. GRADE LEVEL:
Upper Elementary ______________________
Lower Elementary ______________________
Junior High ______________________
Senior High ______________________

B. YEARS IN TEACHING: ____________

C. Which aspects of the physical environment of our school would you like to see improved?

D. Which aspects of the educational program in our school do you feel is most successful?

E. Is there an area of the curriculum for which you would especially like to use community resources or community service?

F. How would you rate parent involvement in the classroom?

Very important for the students. ________

Somewhat important for the students. ________

Not important. __________

G. Please rate these possible volunteer projects in their order of importance for your classroom program.

_____ Record Keeping (Example: Recording Test Results)
_____ Instructional Materials Preparation (Example: Flashcards)
_____ Environment Preparation (Example: Bulletin Boards or Interest Centers)
_____ Playground Supervision (Example: Small Group Games)
_____ Leading Small Group Activities (Example: Reading Aloud)
_____ Talent or Interest Sharing (Example: Vacation Experience, Travel Pictures)
_____ Other

SAMPLE
COMAL COUNTY
BUSINESS AND INDUSTRY SURVEY

Firm Name: ____________________

Address: ____________________ Phone No. __________

Name of Person Interviewed: ____________________

Position: ____________________

Type of Business or Industry:

____Agriculture
____Mining
____Retailing
____Contracting
____Utilities
____Education
____Manufacturing, Product: ____________________
____Wholesaling, Merchandise: ____________________
____Service, Type: ____________________

____Government
____Health Related
____Finance
____Insurance
____Real Estate
____Other

How many people are employed here? ____________________

When you hire people, what kind of educational qualifications must they have?

A. ____ Professional
B. ____ Some Graduate School
C. ____ 4-Year College Degree
D. ____ 1-3 Years of College

E. ____ High School Graduate
F. ____ 10-11 Years of School
G. ____ 7-9 Years of School
H. ____ 4-6 Years of School

What percentage of your employees are male? ____________________

Is experience required? Yes ______ No _______

If yes, how many years of experience are required? ____________________

Is the experience required specific? ______ or related _______?

How do you obtain your employees?

____ Advertising
____ Walk-ins
____ Employment Service
____ Public Schools

____Friends and Relatives
____Colleges and Junior Colleges
____Vocational-Technical Schools
____Other

Which of the above is your primary source? ____________________

Does your firm have any problem finding qualified employees? Yes ___ No ___

If yes, what specific jobs? ____________________

Assuming the present economic condition improves, how many additional employees do you plan to hire each year for the next five years?

1975 ____ 1976 ____ 1977 ____ 1978 ____ 1979 ____

Approximately how many of your present employees do not have a high school diploma or its equivalent? ____________

New Employees

Does your firm have a training program for new employees? Yes ___ No ___

If yes, who is responsible for the training? ____________

Could the training for new employees be done by an educational institution if the proper equipment and teachers were available?
Yes _____ No _______

Would you like to see your prospective employees training in a particular skill? Yes _______ No _______

If yes, for what skills would you want them trained? ____________
____

Would you or your representative participate in establishing objectives and guidelines for training programs offered by educational institutions?

Yes ________ No ________

Do you have a high rate of turnover in your entry level employees?

Yes ________ No ________

If yes, do you feel that prior training would prevent or reduce the turnover?

Yes ________ No ________

Current Employees

Do you currently have employees who need additional training for their present job? Yes ______ No ______

If yes, in what areas of additional training would you be interested?

____
____

If training was available through a school, technical school, or college, would you send or encourage one of your employees to attend a course in the training areas you mentioned above? Yes ________ No ________

If yes, where would be a convenient place? ________________________

and what would be a convenient time? ________________________________

Would you be willing to help your employees meet the tuition expense?

Yes ________ No ________

Are there specific courses that could be taught by a vocational school or college which would benefit your firm? Yes ________ No ________

If yes, what specific courses do you have in mind? ____________________
____
____
____

Do you fill advanced positions from within the company? Yes _____ No _____

If yes, do you provide training for the advanced position?

Yes _________ No _________

Do you currently have a job opening that you have been unable to fill from within your organization due to lack of training? Yes ____ No ______

If yes, what type of training is required? ________________________
____
____

Listed below are general categories of employees. Please check those categories that you would like to see training programs developed for and the type of training needed.

Category	Types of Training Needed
___Managers	________________________
___Supervisors	________________________
___Sales	________________________
___Accountants, Bookkeepers	________________________
___Secretaries	________________________
___Maintenance	________________________
___Custodians	________________________
___Line Employees	________________________
___Technical Skills	________________________
___Other ______________	________________________

Do you feel that the educational institutions in this County are adequately preparing prospective employees to meet your needs?
Yes______ No______

In what ways should they be better prepared?______________________________
____
____
____

AGENCIES

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Participate in joint planning sessions to avoid duplication of programs. Yes No 1 2 3 4

2. Cooperatively sponsor programs with community education. Yes No 1 2 3 4

3. Plan specific ways to maintain communication between my agency and community education. Yes No 1 2 3 4

4. Encourage the involvement of my agency's clients in community education activities. Yes No 1 2 3 4

5. Participate in mutual referral systems between my agency and community education. Yes No 1 2 3 4

6. Participate in joint staff development activities. Yes No 1 2 3 4

7. Participate in surveys to identify community needs and resources. Yes No 1 2 3 4

8. Utilize school facilities for agency programs and activities. Yes No 1 2 3 4

9. Participate in joint planning sessions concerning the effective use of funds and resources. Yes No 1 2 3 4

10. Participate in activities designed to determine goals and objectives of the community education project. Yes No 1 2 3 4

11. Participate in evaluating the effectiveness of the community education project. Yes No 1 2 3 4

12. Participate in cooperative efforts to inform the community residents of educational opportunities. Yes No 1 2 3 4

COMMUNITY EDUCATION
GROUP SURVEY

NAME____PHONE____________

ADDRESS____

Please respond to the following statements:	Yes	No
1. I was impressed with the concept of community education.	____	____
2. I think we can develop community education in _______.	____	____
3. I would like to help plan a community school program for _________________.	____	____
4. I probably would enroll in classes if they became a reality.	____	____
5. I have children currently enrolled in school.	____	____

6. I learned of tonight's meeting in the following way: (Circle those which apply)

News Media   Mailed Letter   Hand-carried Notice   A friend

Please list the names of five (5) people whom you would recommend to plan and study such a project for ____________. List those persons who you feel would represent your feelings and needs.

NAME	APPROXIMATE ADDRESS	PHONE (If known)
1.		
2.		
3.		
4.		
5.		

NOTES AND COMMENTS:

____

____

____

____

COMMUNITY EDUCATION SUMMER PROGRAM SURVEY

1. I have _____ children who would be interested in taking summer classes.

2. Children's ages? _____ _____ _____ _____ _____

3. How many are middle school students? _____ elementary students? _____

4. Classes would be best if held in: (please check one)

   _____ the morning _____ the afternoon _____ no preference

5. My children would be interested in taking the following classes:

   _____ Recreational (tennis, volleyball, etc.)

   _____ Academic (tutoring in math, reading, creative writing, etc.)

   _____ Arts and Crafts (macrame, painting, etc.)

   _____ Enrichment (library story hour, nature study, etc.)

6. Do you have a particular class to suggest? ______________________________

7. I would be interested in taking the following daytime classes:

   _____ Recreational (volleyball, physical fitness, etc.)

   _____ Academic (conversational Spanish or German, Metric system, reading, writing, or math improvement)

   _____ Arts and Crafts (oil painting, ceramics, etc.)

8. Do you have a particular class to suggest? ______________________________

9. My children would like to participate in a summer reading program:

   _____ Yes _____ No

If you would like to receive a summer program schedule, please print your name and address below.

NAME ______________________________

MAILING
ADDRESS ______________________________

____

____

BAY CITY INDEPENDENT SCHOOL DISTRICT
1981 COMMUNITY SURVEY RESULTS

The following information concerning the Bay City schools was taken from a survey conducted by the Community Education Department of the Bay City Independent School District during the Spring of 1981. Although some of the questions were developed specifically for the purposes of the Bay City I.S.D., a number of the questions were taken from the Gallup Poll of Public Attitudes Toward The Public Schools. All national results that are reported were taken from the 12th Annual Gallup Poll.

The purpose of this survey was to determine the attitudes of individuals within the community toward the public schools here. Every effort has been made to insure the statistical validity of the results.

1. Students are often given the grades A,B,C,D, and Fail to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way. What grade would you give the public schools?

	NATIONAL	BAY CITY
A	10%	12%
B	25%	34%
C	29%	23%
D	12%	4%
F	6%	2%
Don't Know	18%	24%

2. What do you think are the biggest problems with which the public schools in this community must deal?

NATIONAL	BAY CITY
Lack of discipline	Lack of discipline
Use of dope/drugs	Parents' lack of interest
Poor curriculum/poor standards	Use of dope/drugs
Lack of proper financial support	Pupils' lack of interest/truancy
Integration/busing	Difficulty in getting good teachers
Large schools/overcrowding	Crime/vandalism
Difficulty in getting good teachers	Drinking/alcoholism
Parents' lack of interest	Non-English speaking students
Teachers' lack of interest	Communication problems
Pupils' lack of interest/truancy	Government interference & Teachers' lack of interest

3. How should students misbehavior in the schools be corrected? (Those who responded with F or O)

	FAVOR	OPPOSE
Parent-Teacher conferences	96%	4%
Counseling by school counselor	94%	6%
In-school suspension (SAC)	73%	27%
Short term suspension	71%	29%
Corporal punishment	64%	36%
Detension after school hours	62%	38%
Isolation while remaining in school or classroom	52%	48%
Long term suspension	37%	63%

4. Many families who come from other countries have children who cannot speak English. Should or should not thes children be required to learn English in special classes before they are enrolled in the public schools?

	NATIONAL	BAY CITY
Should	82%	74%
Should Not	13%	17%
Don't Know	5%	9%

5. If High School students can meet academic requirements in three years instead of four, should they be permitted to graduate early?

	NATIONAL	BAY CITY
Yes	77%	70%
No	19%	21%
Don't Know	4%	9%

6. Please indicate how you feel regarding the adequacy of the buildings and facilities of the local public schools.

E - Exceeds Needs　A - Adequate　I - Inadequate　D - Don't Know

	E	A	I	D
Library	6%	43%	6%	45%
Classrooms	3%	49%	9%	39%
Cafeterias	3%	44%	14%	39%
Athletic fields	7%	53%	5%	35%
Science labs	3%	39%	8%	50%
Gymnasiums	4%	45%	10%	40%
Vocational Facilities	4%	41%	9%	46%
Stadium Facilities	6%	50%	7%	38%

7. Here are a number of good things which may have a good effect on the education of students receive in the public schools of this community. Will you choose four which you think are particulary important?

	NATIONAL	BAY CITY
1.	Well-educated teachers and principals	Well-educated teachers and principals
2.	Emphasis on basics such as reading, writing, computation	Empahsis on basics such as reading, writing, computation
3.	Teachers and principals personally interested in progress of students	Strong parental and home reinforcement and involvement in students work expectation
4.	Good parent/teacher relationships	Teachers and principals personally interested in progress of students

8. Is it your impression that the local public school system gives enough attenion, or not enough attention, to reading, writing, and arithmetic?

	NATIONAL	BAY CITY
Enough	34%	26%
Not Enough	61%	51%
Don't Know	5%	23%

9. Would you like to have a child of yours take up teaching in the public schools as a career?

	NATIONAL			BAY CITY
	1969	1972	1980	1981
Yes	75%	67%	48%	33%
No	15%	22%	40%	41%
Don't Know	10%	11%	12%	26%

10. How important are the schools to one's future success?

	NATIONAL	BAY CITY
Extremely important	82%	83%
Important	15%	12%
Fairly important		2%
Not too important		1%
Don't know		2%

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note —*N* is population size.
S is sample size.

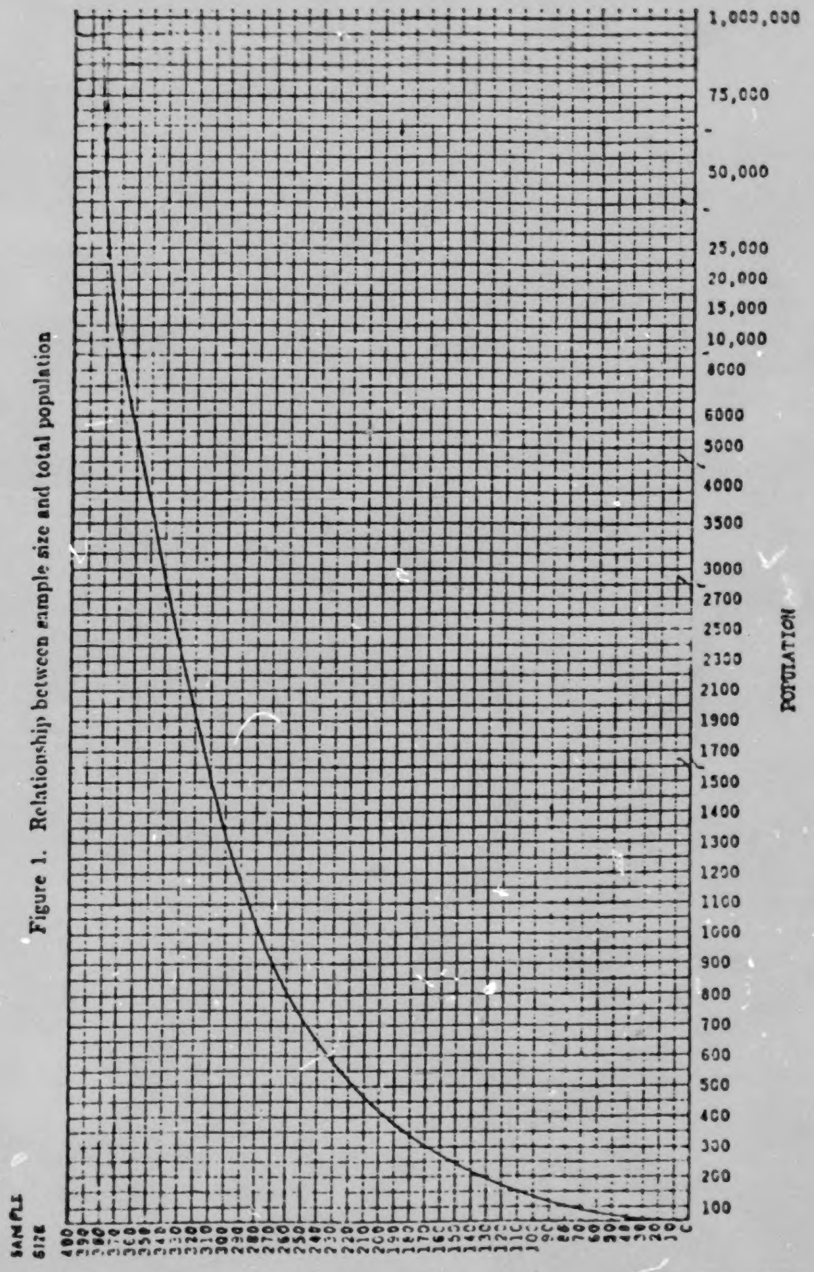
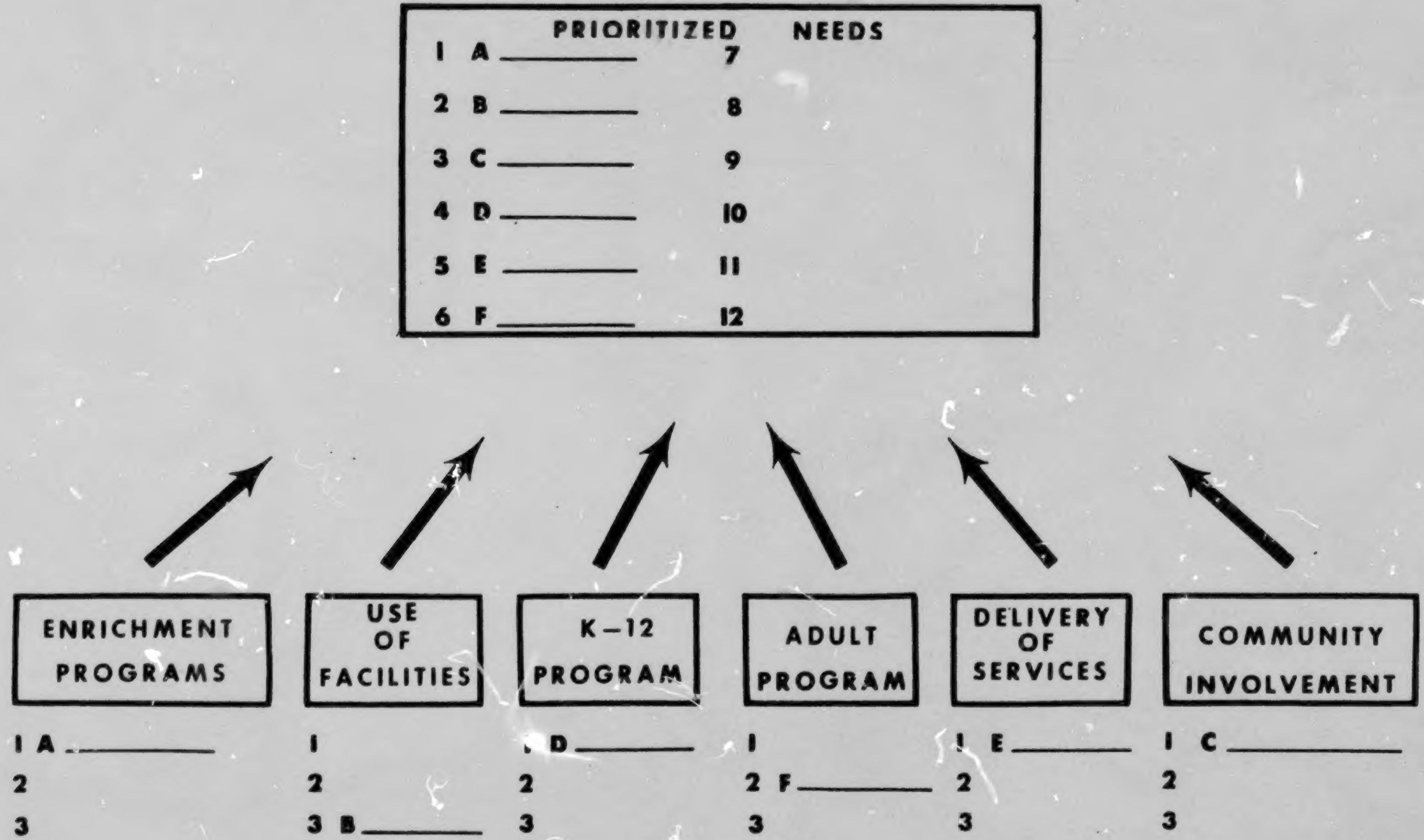


Figure 1. Relationship between sample size and total population

PRIORITIZATION OF NEEDS

COMMUNITY ASSESSMENT TASK FORCE



PRIORITIZED NEEDS

1 A ________ 7
2 B ________ 8
3 C ________ 9
4 D ________ 10
5 E ________ 11
6 F ________ 12

ENRICHMENT PROGRAMS
1 A ________
2
3

USE OF FACILITIES
1
2
3 B ________

K–12 PROGRAM
1 D ________
2
3

ADULT PROGRAM
1
2 F ________
3

DELIVERY OF SERVICES
1 E ________
2
3

COMMUNITY INVOLVEMENT
1 C ________
2
3

CENTER FOR COMMUNITY EDUCATION - COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY - COLLEGE STATION, TEXAS 77843

IDENTIFYING COMMUNITY RESOURCES

WHY?

A major problem in today's complex and specialized society is providing a means whereby individuals and communities can identify their problems and seek practical solutions to them. A challenge in community problem solving is to achieve effective utilization of human, physical, fiscal and services resources for both individual needs and improvement of the total community. Community resources in the following areas should be identified: (1) human resources including: school, agency, business, organization personnel, and community members (2) physical resources including: buildings, land, and equipment that might be utilized in the program (3) fiscal resources including: budget allocations, fees, donations, grants, etc., which could be used in the program process of community education (4) services resources including: social, health, recreational, cultural, enrichment, educational, which exist in the community.

HOW?

Information gathering forms such as the ones shown below (see forms A and B) can be completed by various organizations and individuals in the community. A personal visitation is usually the most effective method of obtaining the desired information. This gives you a chance to explain the purpose of your project and to answer any questions.

After data is compiled from the information forms, brochures and/or resource manuals can be developed for dissemination to the community. The community coordinator can also develop, from this data, a community resources profile chart (see form C) for quick reference and ease in matching resources to age levels, groups and interests.

FORM A--TALENT AND SKILLS FORM FOR INDIVIDUALS

Dear ______________________:

We are in the process of identifying skills and talents of community members as well as those who would wish to volunteer their time. This will provide the opportunity for all of us to learn from each other and to build a sense of community. Our school children and the community can especially benefit from your skills, talents, and time.

Please fill out the form below and return as soon as possible.

- -

NAME ____________________________________ PHONE ____________________________

ADDRESS ____ ZIP CODE ___________

I have a skill or talent in ____

____

____

I would be willing to teach the following age groups. Check one or more.

Pre-school ___ Elementary ___ Middle School ___ High School ___

19-35 ___ 36-60 ___ over 60 ___

I would be willing to volunteer my talent, skill or time with the following age groups. Check one or more.

Pre-school ___ Elementary ___ Middle School ___ High School ___

19-35 ___ 36-60 ___ over 60 ___

____

Signature

FORM B

INFORMATION GATHERING FORM FOR ORGANIZATIONS

Name of Organization ______________________________

Address ______________________ ______________________
Street City Zip Code

Location (Give any information which would help locate site; major streets or buildings.) ______________________________

____

Telephone ______________ Name of Director ______________

Contact Person(s) ______________________________

Age group served: (Check one or more.)

Pre-school ___ Elementary ___ Middle school ___ High school ___

19-35 ___ 36-60 ___ over 60 ___

Time: Day ______________ Evening ______________

Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Fri. ___ Sat. ___ Sun. ___

Season: Fall ___ Winter ___ Spring ___ Summer ___

Approximate number of participants served annually: Male ___ Female ___
Total ______

Description of Services (Continue on reverse side if necessary): ______

____

____

____

Eligibility ______________________________

____

Referral (i.e., who can refer client?) ______________________________

Fees ______________________________

Method of Advertising: Newspaper ___ Radio ___ T.V. ___

Bulletin ___ Poster ___ Other ___

Supervision: paid full-time ___ paid part-time ___ volunteer ___

Permission is hereby given that the above information may be included in the Community Services Handbook.

______________________ ______________
Director Date

TEXAS A&M CENTER FOR COMMUNITY EDUCATION
COMMUNITY RESOURCE PROFILE
DATA COLLECTION FORM

SPONSORING ORGANIZATION Name YMCA	AGE GROUP SERVED	TIME, DAY AND SEASON	FACILITY USED FOR SERVICE	APPROXIMATE NUMBER OF YEARLY PARTICIPANTS SERVED	METHOD OF ADVERTISING ACTIVITY	SUPERVISION FOR OPERATION OF ACTIVITY
ACTIVITY No. 1 **SAMPLE** **Indian Guides**	___Preschool X Elementary ___Junior High ___High School ___College ___Adult ___Senior Citizen Sex: X Male ___Female	Time: 6:00 to 7:30pm Day: Wednesday Season: X Fall ___Winter X Spring ___Summer	___Public Building ___Private Building X School ___Church ___Home ___Recreation Center ___Park ___Pay To Use Fac. X Free Use Of Fac.	84 Male ___Female	___Newspaper ___Radio ___Survey ___TV ___Posters ___Word-of-Mouth X Bulletins	___Paid Full-Time ___Paid Part-Time ___Paid Student (Part-Time) X Adult Volunteer Other:
No. 2 **SAMPLE** **Yoga**	___Preschool ___Elementary ___Junior High ___High School ___College X Adult ___Senior Citizen Sex: ___Male X Female	Time: 7:00 to 8:30pm Day: Thursday Season: ___Fall ___Winter X Spring ___Summer	___Public Building X Private Building ___School ___Church ___Home ___Recreation Center ___Park X Pay To Use Fac. ___Free Use Of Fac.	___Male 62 Female	X Newspaper X Radio ___Survey ___TV X Posters ___Word-of-Mouth X Bulletins	X Paid Full-Time ___Paid Part-Time ___Paid Student (Part-Time) ___Adult Volunteer Other:
No. 3 **SAMPLE** **Spanish**	___Preschool ___Elementary ___Junior High X High School X College X Adult X Senior Citizen Sex: X Male X Female	Time: 7:30 to 9:00pm Day: Monday Season: ___Fall ___Winter X Spring ___Summer	___Public Building ___Private Building ___School X Church ___Home ___Recreation Center ___Park ___Pay To Use Fac. X Free Use Of Fac.	31 Male 68 Female	___Newspaper X Radio ___Survey ___TV X Posters X Word-of-Mouth ___Bulletins	___Paid Full-Time ___Paid Part-Time X Paid Student (Part-Time) ___Adult Volunteer Other:

PUBLIC INFORMATION SYSTEM

Public Information System

the

A Publication of
The Center for Community Education/Texas A&M University
and The Texas Community Education Association

"COMMUNITY EDUCATION MEANS THAT NONE OF US IS AS SMART AS ALL OF US"

Communicating With Your Publics

A public information system in community education often becomes the responsibility of community education directors simply because few community education programs can hire full-time public relations directors. The person who assumes such a dual responsibility usually has more training in education than in public relations. And therein lies a pitfall. He or she can easily overlook the necessity of correlating a planned public relations program with the overall plan for community education. By being aware of the pitfall, however, a community education director can take an early step that will do much to insure the success of the entire community education program. That early step is the careful planning and implementation of an appropriate public relations program.

To establish a good public relations program, a community school director must keep seven specific objectives in mind: (1) first, determine the goals your public relations program must accomplish, (2) get to know the community by identifying the different "publics" that need to be reached, (3) set up a timetable of events, (4) establish a budget based upon priorities and stay within the budget, (5) determine the tools of communication or which media will best reach your community, (6) train your staff members in all phases of public relations using the programs to teach and train on a continuing basis, and last (7) evaluate the public relations program.

PR Mini-Clinic Reports

Presented by the Texas Chapter, National School Public Relations Association

for the Texas Community Education Association

LAYOUT & DESIGN: TECHNIQUES FOR PUBLICATIONS

- Logos-Flags-Banners-Credits
- Space-Copy-Columns
- Grids-Boxes-Rules
- Graphics-clip art-photos
- Headlines: Hammers, Kickers, Sub heads
- Using the typewriter effectively

20 Questions...

1. Is my logo prominent, uncluttered?
2. Does the logo reflect the institution's personality?
3. Is necessary information easy to locate?
4. Are there several ways to do the layout?
5. Can I break masses of type into several blocks?
6. Does my layout have a focal point?
7. Have I emphaised the important details?
8. Is the language specific?
9. Are the headlines active, specific?
10. Do I need art or illustrations?
11. Do I need photography?
12. What do I do with the mug shots?
13. Have I packaged information?
14. Is color paper needed for this product?
15. How will the product look when it's reproduced?
16. Would I read this publication?
17. Have I set a trap for the copy gremlins?
18. Have I proof read all the copy?
19. Have I asked someone else to proof read the copy?
20. Have I let a third person proof read the copy?

Susan Dacus
Public Information Director
Carrollton-Farmers Branch ISD

Ferne Bloodworth
Public Information Specialist
Region 9 Education Service Center

NEWSLETTERS
... before you get into them

A newsletter can be defined as a periodic publication with a standard format, which is addressed to a specific audience and contains information of special interest to that audience. A newsletter can be your communicative link with a variety of audiences: staff, students, parents, news media, the community, and others.

In most instances, any newsletter developed for a community school program would be used to inform readers about new classes and programs, community concerns, school activities, adult education activities, advisory council objectives, and more.

Important Considerations

1. Do you really need a newsletter, or can you get the intended messages across through other means--bulletin boards, local newspapers, periodic brochures?

2. Do you have a staff member with a talent for putting a newsletter together? More important, can that talent be spared the time for editing the publication? Could the school district's public information specialist provide assistance?

3. The budget you have for the newsletter will determine the kind of newsletter you will get. This doesn't mean you can't have an attractive publication in a black ink and white paper format. The other extreme is the newsletter with a big budget behind it and an overuse of color that ends up as a gaudy product.

4. How often do you plan to publish your newsletter? Rather than start out with a monthly publication, you might consider less frequency of publication. Often, it becomes difficult to find enough worthwhile information to sustain high-quality, monthly production.

What to Call It

1. Pick the name carefully, because if the newsletter is a success, that name is going to be around a long time. If you decide to change the name, it means you'll have to start building up a new familiarity between your audience and the publication.

2. Acronyms are catchy, short, and to the point; but they should somehow convey to the reader that the publication is about community education and its related fields.

Format

Many newsletters start out as pieces of white bond paper (8 1/2 inches wide by 11 inches deep), stapled in the upper left-hand corner and letter-folded for easy mailing. This size also may be half-folded. Other popular sizes are 17 x 11 inches and 8 1/2 x 14 inches, each half-folded.

Before you decide on the size for a self-mailer newsletter, check with the local post office. The post office may have a limitation on how large (or small) such a self-mailer may be.

If you're planning to mail a significant number of the newsletters in envelopes, pick a size that will easily fit into standard envelopes. Offbeat sizes may add to your overall budget because they may require more expensive envelopes.

COMMUNITY EDUCATION BUILDER

C. E. BUILDER VOL. 5, NO. 5, APRIL, 1979

Alice's Beautification Challenge

The Alice Chamber of Commerce and the Community Education Program in Alice Independent School District have accepted a new challenge to improve and beautify the city of Alice. A steering committee composed of twenty-five local citizens has met several times to organize a procedure to aid in accomplishing this grand objective. All clubs, organizations, businesses, and individuals are invited to participate in the activities which will be evaluated on a periodical basis.

The idea of a community beautification plan is not new to Alice: last year people in the schools and PTAs, assisted by students and parent workers, worked together to make noticeable improvements in the physical appearances of the entrances of each school. Alice Independent School District won the State PTA Beautification Award for outstanding efforts. The schools, again assisted by PTA groups, are vying for this year's award sponsored by Community Education.

This year, however, the entire city with the leadership of Chamber of Commerce, is involved in the project of making Alice a more attractive place to live and conduct business. People are needed to plan, to work, and evaluate progress.

Let's get involved so that we can win the Governor's Community Achievement Award for Beautification.

To learn more about the project, contact Maxine Walker, Chairman of the Beautification Committee, 664-0981, ext. 51.

PROJECT BEAUTIFICATION

The assistance and cooperation of every Alice citizen is required for success in our beautification project. Everyone can help by planting trees or flowers, trimming branches, raking grass and cleaning alleys.

The town has been divided into twenty sections of approximate size. People who live within a section will be responsible for the improvements in that area. Area chairpersons will be identified to supervise and coordinate efforts within the section. In addition, both an adult and youth club will assist in the area. Clubs are being contacted and asked to sponsor a section. Any additional groups within an area are invited to join in all phases of the project which is to make our hometown a very attractive place for work and play.

The twenty sections will be evaluated three times during the year by a judging committee based on a set of general requirements for all areas plus a special category list. The chairpersons for the area will choose four items from this special list during each period of evaluation. This enables a section to concentrate on its greatest weaknesses and yet be judged on an equal basis.

Among the first steps taken in the project was a slogan contest publicized by the Chamber of Commerce, Community Education, the newspaper, radio stations, and schools. Jesse Campos, son of Mr. and Mrs. Jesus Campos, received the twenty-five dollar U.S. Savings Bond for his slogan "In Alice We Care. Do Your Share."

This new endeavor gives the citizens of Alice an excellent opportunity to work together toward an important goal. The Beautification Committee is optimistic about a project in which everyone is a winner.

In Alice We Care.
Do Your Share.

CITY OF PALMS

McAllen Community Education

2000 North 23rd
McAllen, Texas 78501

Vol. 1, No. 3 NEWSLETTER March, 1977

CLASSES FOR THE HANDICAPPED

Since last October our local project has had a class for deaf adults. This group has been ably conducted by Mrs. Jennifer Harris. Just recently this area of service was expanded to include a class in Manual Communication (sign language) at the intermediate level, and Ms. Mary Hootman, an instructor in Edinburg's Regional School for the Deaf, is in charge of the group. We are proud to have these two classes in our program, and hats off to all of you for the progress being made.

CONDOLENCES TO PROJECT TEACHER

We want to offer our sincere condolences to Mrs. Juanita Wheeler in the loss of her mother. We wish to share in her bereavement at such a trying time as this.

LEARNING CENTER TO MOVE

Having been given the go-ahead by the City of McAllen, it is hoped that the Hidalgo-Starr Co-Op. sponsored Adult Learning Center in McAllen will be moving into new quarters by late summer. Permission has been granted by the city for the use of the old museum site. It has about 5,000 square feet of floor space, and this is almost double the space currently being used. All of us are appreciative of the cooperation demonstrated by McAllen's City Government.

PROJECT VISITATION

On March 23rd the McAllen Community Education Advisory Council is planning to hold its monthly meeting at McAllen High School. Following a short business session, the Council is going to visit the various class activities. This group will have a chance to see some 33 classes in action, and these groups range from English as Second Language to Belly Dancing. Visitors are always welcome to our program.

INVITATION TO A CONGRESSMAN

The Honorable Kika de la Garza, congressional representative from Texas, has been invited by our local Advisory Council to address our local Forum planned for this coming May. This visit will be well publicized as soon as his appearance at this session is confirmed. Be on the alert for more information as it becomes available.

WHAT ABOUT P.S.J.A. AND WESLACO!

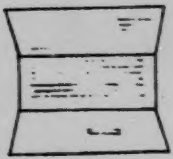
Both Weslaco and P.S.J.A. have begun Community Education classes with a bang. The response to both these new projects has been overwhelming. It is estimated that in our three valley projects now operational, some 2,000 participants are involved in Community Education classes. This number includes Adult Basic, ESL, GED, and Pre-GED groups as well as all the other type classes.

BROCHURES

DEFINITION

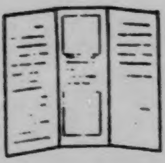
A brochure is a sheet of paper, usually printed on both sides and folded to produce various panels. It allows you to tell your story in one convenient, printed package.

THE SMOOTH MOVE



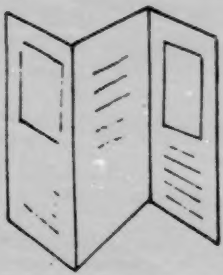
Take an 8½"x11" sheet of paper, fold it into thirds and what do you have? A standard size letter. Not very exciting.

Take that same sheet, or any other size,--fold it again into thirds, and stand it up on end. Voila! You now have an exciting six-panel brochure that will conveniently fit into most display cases.

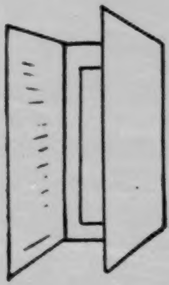


It is no longer just a sheet. There are now panels, and the reader can be directed through a step-by-step building procedure. Only one concept could be shown previously. Now you can show up to six. And each panel looks more impressive than before!

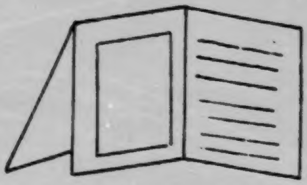
Brochures may be folded many different ways;



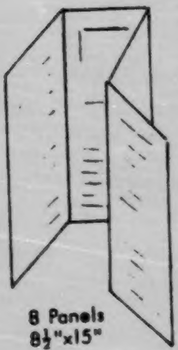
6 Panels
8½"x11"
(Accordian Fold)



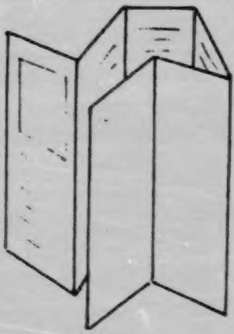
6 Panels
8½"x11"
(Two Parallel)



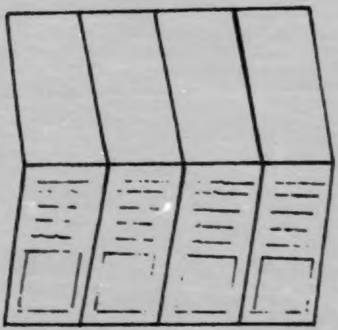
4 Panels
8½"x11"



8 Panels
8½"x15"
or
11"x16"



12 Panels
8½"x24"



16 Panels
15"x18"

PURPOSE

A brochure has a tough job to do. It must stand alone, depending entirely on it's own merit. The reader does not usually have previous expectations when reading it. It must get attention, arouse interest, hold it and convince - all within a short time.

PRELIMINARY STEPS

a) The Warm-Up
During this time period, you should begin with a session of involved persons; superintendent, community education assistant, instructors, secretary, and others who are interested. And don't forget to include yourself.

b) Determine the Budget
How much money is available? How will it be allocated?

c) Planning
Determine your purpose or aims. Do you want to give out information, or to highlight an activity? Each brochure has a different purpose.

d) Determine Your Audience
Who do you wish to receive it? A checklist might include; age, sex, education, occupation, interests, buying habits, needs, attitudes and lifestyles.

e) Develop a Plan
At this point you should develop a plan to define in writing your goals and objectives, the main concepts, and to whom it will be addressed. The plan can be revised later. It is meant to serve as a guide for the person writing the brochure.

Determine now some details of production;

Illustrations/photographs (see page 16 for photo tips), amount of body copy, number of headlines, (see page 28 for specialty type art), brochure size, how many panels, number of colors of ink, and the amount of copies to be printed.

The above will help to determine the grade of paper to be used.

Additional considerations are;

Will the brochure be sent through the mails? If so, it will have to be prepared as a self-mailer.
Will colored paper add enough to justify additional price?
Will the budget allow another color of ink or perhaps some special art effects?
What are the minimum/maximum number of copies necessary?
Will it be hand or machine folded?
Delivery or pick-up?
How many methods of distribution will be used?

Many writers use a "thumbnail sketch." This is a miniature layout model of the brochure, usually drawn to the same proportions. This method allows you to visualize each page more easily, and to modify layouts more quickly.

PRODUCTION

a) Outline Your Materials

Group similiar facts and points together. Arrange them in a logical and interesting manner.

b) Copywriting

The brainstorming now begins. You know what to say, but how should you say it?

The copy for the body of the brochure should begin to unfold in a logical manner. Keep it lean and keep it direct. After you have written a first draft, go over it again, and weed out all the unnecessary words. Don't be afraid to use phrases and incomplete sentences.

eg. GOOD GRIEF!

Now comes the headline. Tell it and tell it fast. Its purpose is to catch the readers' attention, lure them inside, and to break up the text. Many readers do not get much further than the headline, so use words that tell the entire story at a single glance. Construction can include full sentences, phrases or similar words. If you think about it, you can come up with many possible headliners. They don't have to be declarative statements; questions are great stoppers.

eg. WHERE DOES IT HURT?

c) Choose the Illustrations

When writing copy for the brochure, you should also be thinking about the drawings and the photographs that you will use. This is when a photograph, clip art and idea file are absolutely essential. Visit your local Chamber of Commerce and look at some of their brochures. Notice the different metholds of folding, color reproduction, etc. The sooner you have a good brochure file, the sooner you can produce effective publications.

Some companies that provide clip art services are;

Pressure Graphics
1725 Armitage Court
Addison, Illinois, 60101

Marketing Communications Department
Mead Paper
Courthouse, Plaza , N.E.
Dayton, Ohio, 45463

Norman Ludlow, Jr.
516 Arnett Blvd.
Rochester, New York, 14619

Harry Volk Art Studio
Box 4098
Rockford, Illinois, 61110

d) Choose the Photographs

Provide your printer with a good selection from which to choose. They are best able to determine the most printable, possible sizes and changes, and any screen effects that will enhance the photo. Look for good black and white areas in your photos. Polaroid pictures usually have too many grey areas.

e) Prepare the Layout

This involves the layout assembly of the headline, text materials, photos/illustrations, and the captions. Prepare these elements on small pieces of paper, cut them out, shuffle them around within the brochure space, until the most pleasing arrangement is found. Then paste everything in place. Indicate the different copy sections on the layout with "A", "B", "C", to correspond to the attached typewritten copy. This method shows the printer where each section of the copy will appear.

The layout is the blueprint for the brochure and a guide for the printers. With a pattern to follow, they are able to suggest other possibilities and perhaps improve on the format. At this point, they can tell you what they can or can't do, and estimate the cost.

You are now to the point of printing!

SUMMARY

A brochure is a very effective means of communication. Always ask yourself the following; who do you wish to reach, when and where do you wish to reach them, how often do you wish to reach them, what do you want to say, and how should you say it? Careful planning and preparation will help you produce professional brochures.

USE WHITE SPACE TO YOUR ADVANTAGE.

MISCELLANEOUS TIPS

1. Talk to your printer about the size of your publication and the best way to get the most for your money out of the paper you select. Odd-size publications will generally cost you more money.

2. If you are using photographs of people, avoid paper colors or ink that make them look anemic (blue) or monstery (green).

3. Always get three competitive bids on any print job. Prices vary as much as 200-300% among printers of comparable quality. The same is true for typesetters.

4. Ask your typesetter for help in choosing a type style. Serif type is easier to read than san serif type; however, you can use san serif if there is not too much text.

5. If you are listing numerous paragraphs describing classes, be sure to put a line of space between each one.

6. Don't use any type smaller than 9 point. And if certain pages pertain to senior citizens, use larger type such as 11 or 12 point.

7. Don't use photographs if they are not good. If they are very good, use them effectively by blowing them up big.

8. Place coupons on the layout in a top or bottom corner, so they are easy to cut out.

9. Use bold face type to break up copy blocks.

10. If the brochure is folded several times, design the layout for easy reading as the reader opens it up.

11. Put in a prominent position in the layout an explanation of community education and an introduction to registration procedures.

Have Money To Burn?

Then use it to:

LIBERTY
IN GOD WE TRUST

1. Hire a graphic artist to help you with the design of the brochure.
2. Set the copy in type...or at least set the major headlines.
3. Use a good quality of paper for the brochure.
4. Use more than one color of ink.
5. Hire a professional photographer to take photographs for you and/or purchase a 35mm camera for the community education program and take a photography lesson.
6. Buy a book of "clip art."
7. Produce more than one brochure aimed at different audiences.

MAJOR PROBLEMS WITH COMMUNITY EDUCATION BROCHURES

1. They do not explain what community education is.

2. They use photographs that are out of focus and/or not top quality.

3. Photographs are too small.

4. There is no logical reason for the order in which classes and programs are presented.

5. **OVERCROWDED**

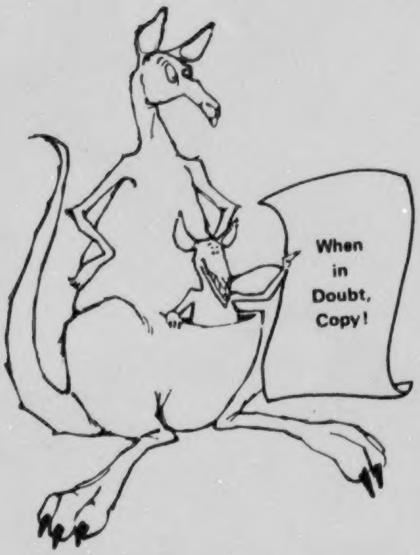
6. Not enough white space.

7. The covers don't "grab you."

8. The type is too small.

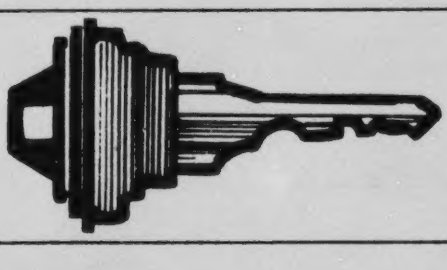
9. They are not designed for ease of reading.

10. **They don't look modern in design.**

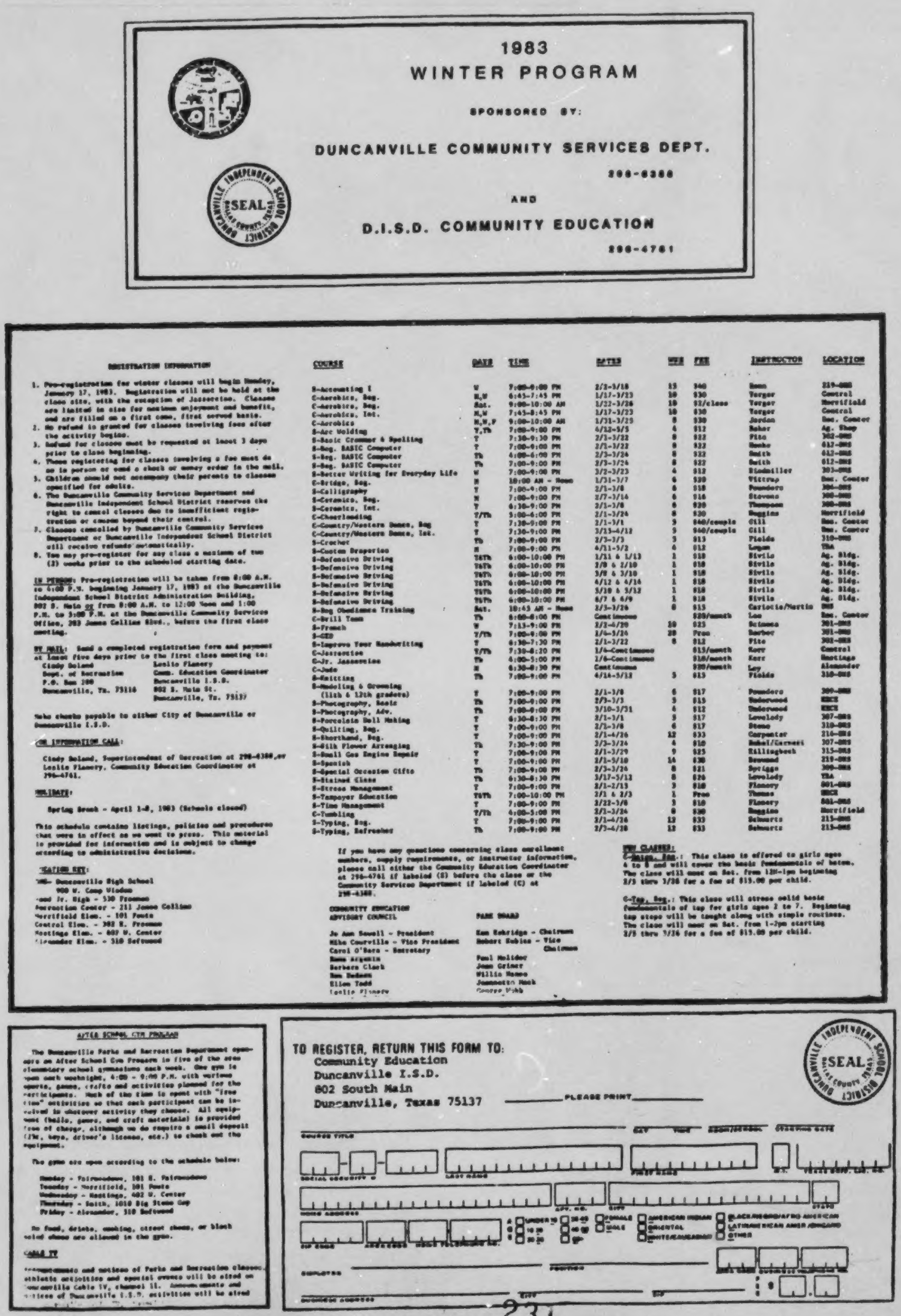

When in Doubt, Copy!

The best way to develop a high quality brochure is to copy the work of professionals. Start collecting publications that you like. Notice why you like them, and do some reading about design and layout. In professionally prepared publications, note the size and layout of photographs. Notice publications that tastefully combine colors of ink or colors of paper. If you find a brochure you like, then copy it! Good judgment may be purchased from experienced graphic designers or developed by studying the principles of good layout. Of course, it is cheaper for you to develop good judgment.

The key to evaluating the effectiveness of your publication is whether or not it prompts somebody to take action. If your enrollment in community education programs is high...and the brochure was your main promotional piece...then it did its job effectively.



Sample Pages From Promotional Brochure



1983

WINTER PROGRAM

SPONSORED BY:

DUNCANVILLE COMMUNITY SERVICES DEPT.

296-6388

AND

D.I.S.D. COMMUNITY EDUCATION

296-4761

REGISTRATION INFORMATION

1. Pre-registration for winter classes will begin Monday, January 17, 1983. Registration will not be held at the class site, with the exception of Jazzercise. Classes are limited in size for maximum enjoyment and benefit, and are filled on a first come, first served basis.
2. No refund is granted for classes involving fees after the activity begins.
3. Refund for classes must be requested at least 3 days prior to class beginning.
4. Those registering for classes involving a fee must do so in person or send a check or money order in the mail.
5. Children should not accompany their parents to classes specified for adults.
6. The Duncanville Community Services Department and Duncanville Independent School District reserves the right to cancel classes due to insufficient registration or causes beyond their control.
7. Classes cancelled by Duncanville Community Services Department or Duncanville Independent School District will receive refunds automatically.
8. You may pre-register for any class a maximum of two (2) weeks prior to the scheduled starting date.

IN PERSON: Pre-registration will be taken from 8:00 A.M. to 6:00 P.M. beginning January 17, 1983 at the Duncanville Independent School District Administration Building, 802 S. Main or from 8:00 A.M. to 12:00 Noon and 1:00 P.M. to 5:00 P.M. at the Duncanville Community Services Office, 203 James Collins Blvd., before the first class meeting.

BY MAIL: Send a completed registration form and payment at least five days prior to the first class meeting to:

Cindy Boland	Leslie Flanery
Dept. of Recreation	Comm. Education Coordinator
P.O. Box 380	Duncanville I.S.D.
Duncanville, Tx. 75116	802 S. Main St.
	Duncanville, Tx. 75137

Make checks payable to either City of Duncanville or Duncanville I.S.D.

FOR INFORMATION CALL:

Cindy Boland, Superintendent of Recreation at 296-4388, or Leslie Flanery, Community Education Coordinator at 296-4761.

HOLIDAYS:

Spring Break - April 1-8, 1983 (Schools closed)

This schedule contains listings, policies and procedures that were in effect as we went to press. This material is provided for information and is subject to change according to administrative decisions.

CATION KEY:

DHS- Duncanville High School
900 W. Camp Wisdom
Reed Jr. High - 530 Freeman
Recreation Center - 211 James Collins
Merrifield Elem. - 101 Fouts
Central Elem. - 302 E. Freeman
Hastings Elem. - 607 W. Center
Alexander Elem. - 510 Softwood

COURSE	DAYS	TIME	DATES	WKS	FEE	INSTRUCTOR	LOCATION
S-Accounting I	W	7:00-9:00 PM	2/2-3/18	13	$40	Rosa	219-DHS
C-Aerobics, Beg.	M,W	6:45-7:45 PM	1/17-3/23	10	$30	Yerger	Central
C-Aerobics, Beg.	Sat.	9:00-10:00 AM	1/22-3/26	10	$2/class	Yerger	Merrifield
C-Aerobics, Int.	M,W	7:45-8:45 PM	1/17-3/23	10	$30	Yerger	Central
C-Aerobics	M,W,F	9:00-10:00 AM	1/31-3/25	8	$30	Jordan	Rec. Center
S-Arc Welding	T,Th	7:00-9:00 PM	4/12-5/5	4	$12	Baker	Ag. Shop
S-Basic Grammar & Spelling	T	7:30-9:30 PM	2/1-3/22	8	$22	Pite	302-DHS
S-Beg. BASIC Computer	T	7:00-9:00 PM	2/1-3/22	8	$22	Banks	612-DHS
S-Beg. BASIC Computer	Th	4:00-6:00 PM	2/3-3/24	8	$22	Smith	612-DHS
S-Beg. BASIC Computer	Th	7:00-9:00 PM	2/3-3/24	8	$22	Smith	612-DHS
S-Better Writing for Everyday Life	W	7:00-9:00 PM	3/2-3/23	4	$12	Biedmiller	303-DHS
C-Bridge, Beg.	M	10:00 AM - Noon	1/31-3/7	6	$20	Vittrup	Rec. Center
S-Calligraphy	T	7:00-9:00 PM	2/1-3/8	6	$18	Pounders	306-DHS
S-Ceramics, Beg.	M	7:00-9:00 PM	2/7-3/14	6	$16	Stevens	300-DHS
S-Ceramics, Int.	T	6:30-9:00 PM	2/1-3/8	6	$20	Thompson	300-DHS
C-Cheerleading	T/Th	5:00-6:00 PM	2/1-3/24	8	$30	Huggins	Merrifield
C-Country/Western Dance, Beg	T	7:30-9:00 PM	2/1-3/1	5	$40/couple	Gill	Rec. Center
C-Country/Western Dance, Int.	T	7:30-9:00 PM	3/15-4/12	5	$40/couple	Gill	Rec. Center
S-Crochet	Th	7:00-9:00 PM	2/3-3/3	5	$13	Fields	310-DHS
S-Custom Draperies	M	7:00-9:00 PM	4/11-5/2	4	$12	Logan	TBA
S-Defensive Driving	T&Th	6:00-10:00 PM	1/11 & 1/13	1	$18	Sivils	Ag. Bldg.
S-Defensive Driving	T&Th	6:00-10:00 PM	2/8 & 2/10	1	$18	Sivils	Ag. Bldg.
S-Defensive Driving	T&Th	6:00-10:00 PM	3/8 & 3/10	1	$18	Sivils	Ag. Bldg.
S-Defensive Driving	T&Th	6:00-10:00 PM	4/12 & 4/14	1	$18	Sivils	Ag. Bldg.
S-Defensive Driving	T&Th	6:00-10:00 PM	5/10 & 5/12	1	$18	Sivils	Ag. Bldg.
S-Defensive Driving	T&Th	6:00-10:00 PM	6/7 & 6/9	1	$18	Sivils	Ag. Bldg.
S-Dog Obedience Training	Sat.	10:45 AM - Noon	2/5-3/26	8	$15	Cariocia/Martin	DHS
C-Drill Team	Th	6:00-8:00 PM	Continuous		$20/month	Lee	Rec. Center
S-French	W	7:15-9:00 PM	2/2-4/20	10	$25	Scimeca	301-DHS
S-GED	T/Th	7:00-9:00 PM	1/4-5/24	20	Free	Barber	301-DHS
S-Improve Your Handwriting	T	6:30-7:30 PM	2/1-3/22	8	$12	Pite	302-DHS
C-Jazzercise	T/Th	7:30-8:20 PM	1/4-Continuous		$15/month	Kerr	Central
C-Jr. Jazzercise	Th	4:00-5:00 PM	1/6-Continuous		$10/month	Kerr	Hastings
C-Judo	M	6:30-8:30 PM	Continuous		$20/month	Loy	Alexander
S-Knitting	Th	7:00-9:00 PM	4/14-5/12	5	$13	Fields	310-DHS
S-Modeling & Grooming (11th & 12th graders)	T	7:00-9:00 PM	2/1-3/8	6	$17	Pounders	309-DHS
S-Photography, Basic	Th	7:00-9:00 PM	2/3-3/3	5	$15	Underwood	[illegible]
S-Photography, Adv.	Th	7:00-9:00 PM	3/10-3/31	4	$12	Underwood	[illegible]
S-Porcelain Doll Making	T	6:30-8:30 PM	2/1-3/1	5	$17	Lovelady	307-DHS
S-Quilting, Beg.	T	7:00-9:00 PM	2/1-3/8	6	$17	Stone	310-DHS
S-Shorthand, Beg.	T	7:00-9:00 PM	2/1-4/26	12	$33	Carpenter	216-DHS
S-Silk Flower Arranging	Th	7:30-9:00 PM	3/3-3/24	4	$10	Bobel/Carnes	307-DHS
S-Small Gas Engine Repair	T	7:00-9:00 PM	2/1-3/29	9	$25	Killingbeck	315-DHS
S-Spanish	T	7:00-9:00 PM	2/1-5/10	14	$30	Dewmond	219-DHS
S-Special Occasion Gifts	Th	7:00-9:00 PM	2/3-3/24	8	$21	Spriggs	309-DHS
S-Stained Glass	Th	6:30-8:30 PM	3/17-5/12	8	$26	Lovelady	TBA
S-Stress Management	T	7:00-9:00 PM	2/1-2/15	3	$10	Flanery	801-DHS
S-Taxpayer Education	T&Th	7:00-10:00 PM	2/1 & 2/3	1	Free	Thomas	[illegible]
S-Time Management	T	7:00-9:00 PM	2/22-3/8	3	$10	Flanery	801-DHS
C-Tumbling	T/Th	4:00-5:00 PM	2/1-3/24	8	$30	Huggins	Merrifield
S-Typing, Beg.	T	7:00-9:00 PM	2/1-4/26	12	$33	Schwartz	213-DHS
S-Typing, Refresher	Th	7:00-9:00 PM	2/3-4/28	12	$33	Schwartz	213-DHS

If you have any questions concerning class enrollment numbers, supply requirements, or instructor information, please call either the Community Education Coordinator at 296-4761 if labeled (S) before the class or the Community Services Department if labeled (C) at 296-4388.

COMMUNITY EDUCATION ADVISORY COUNCIL	PARK BOARD
Jo Ann Sewell - President	Ken Eskridge - Chairman
Mike Courville - Vice President	Robert Rubias - Vice Chairman
Carol O'Hara - Secretary	Paul Holider
Rena Arguelin	Joan Griner
Barbara Clark	Willie Ramos
Ron Dodson	Jeannette Mask
Ellen Todd	George Webb
Leslie Flanery	

NEW CLASSES:

C-Baton, Beg.: This class is offered to girls ages 4 to 8 and will cover the basic fundamentals of baton. The class will meet on Sat. from 12N-1pm beginning 2/5 thru 3/26 for a fee of $15.00 per child.

C-Tap, Beg.: This class will stress solid basic fundamentals of tap for girls ages 2 to 7. Beginning tap steps will be taught along with simple routines. The class will meet on Sat. from 1-2pm starting 2/5 thru 3/26 for a fee of $15.00 per child.

AFTER SCHOOL GYM PROGRAM

The Duncanville Parks and Recreation Department sponsors an After School Gym Program in five of the area elementary school gymnasiums each week. One gym is open each weeknight, 4:00 - 9:00 P.M. with various sports, games, crafts and activities planned for the participants. Much of the time is spent with "free time" activities so that each participant can be involved in whatever activity they choose. All equipment (balls, games, and craft materials) is provided free of charge, although we do require a small deposit (ID, keys, driver's license, etc.) to check out the equipment.

The gyms are open according to the schedule below:

Monday - Fairmeadows, 101 E. Fairmeadows
Tuesday - Merrifield, 101 Fouts
Wednesday - Hastings, 602 W. Center
Thursday - Smith, 1010 Big Stone Gap
Friday - Alexander, 510 Softwood

No food, drinks, smoking, street shoes, or black soled shoes are allowed in the gyms.

CABLE TV

Announcements and notices of Parks and Recreation classes, athletic activities and special events will be aired on Duncanville Cable TV, channel 11. Announcements and notices of Duncanville I.S.D. activities will be aired

TO REGISTER, RETURN THIS FORM TO:
Community Education
Duncanville I.S.D.
802 South Main
Duncanville, Texas 75137

PLEASE PRINT

COURSE TITLE ____ DAY ____ TIME ____ ROOM/SCHOOL ____ STARTING DATE ____

SOCIAL SECURITY # ☐-☐-☐ LAST NAME ☐ FIRST NAME ☐ M.I. ☐ TEXAS DRIV. LIC. NO. ☐

HOME ADDRESS ☐ APT. NO. ☐ CITY ☐ STATE ☐

ZIP CODE ☐ AREA CODE ☐ HOME TELEPHONE NO. ☐

AGE ☐ UNDER 18 ☐ 18-29 ☐ 30-39 ☐ 30-49 ☐ 40-59 ☐ 60+

☐ FEMALE ☐ MALE

☐ AMERICAN INDIAN ☐ ORIENTAL ☐ WHITE/CAUCASIAN ☐ BLACK/NEGRO/AFRO AMERICAN ☐ LATIN AMERICAN AMER./MEXICAN ☐ OTHER

EMPLOYER ____ POSITION ____ AREA CODE BUSINESS TELEPHONE NO. ☐

BUSINESS ADDRESS ____ CITY ____ ZIP ____ FEE $ ☐.☐

WHAT IS COMMUNITY EDUCATION?

Community Education opens the schools' doors to the entire community. This extension of the school day makes existing facilities available for community use in providing community cultural, recreational, educational and social activities.

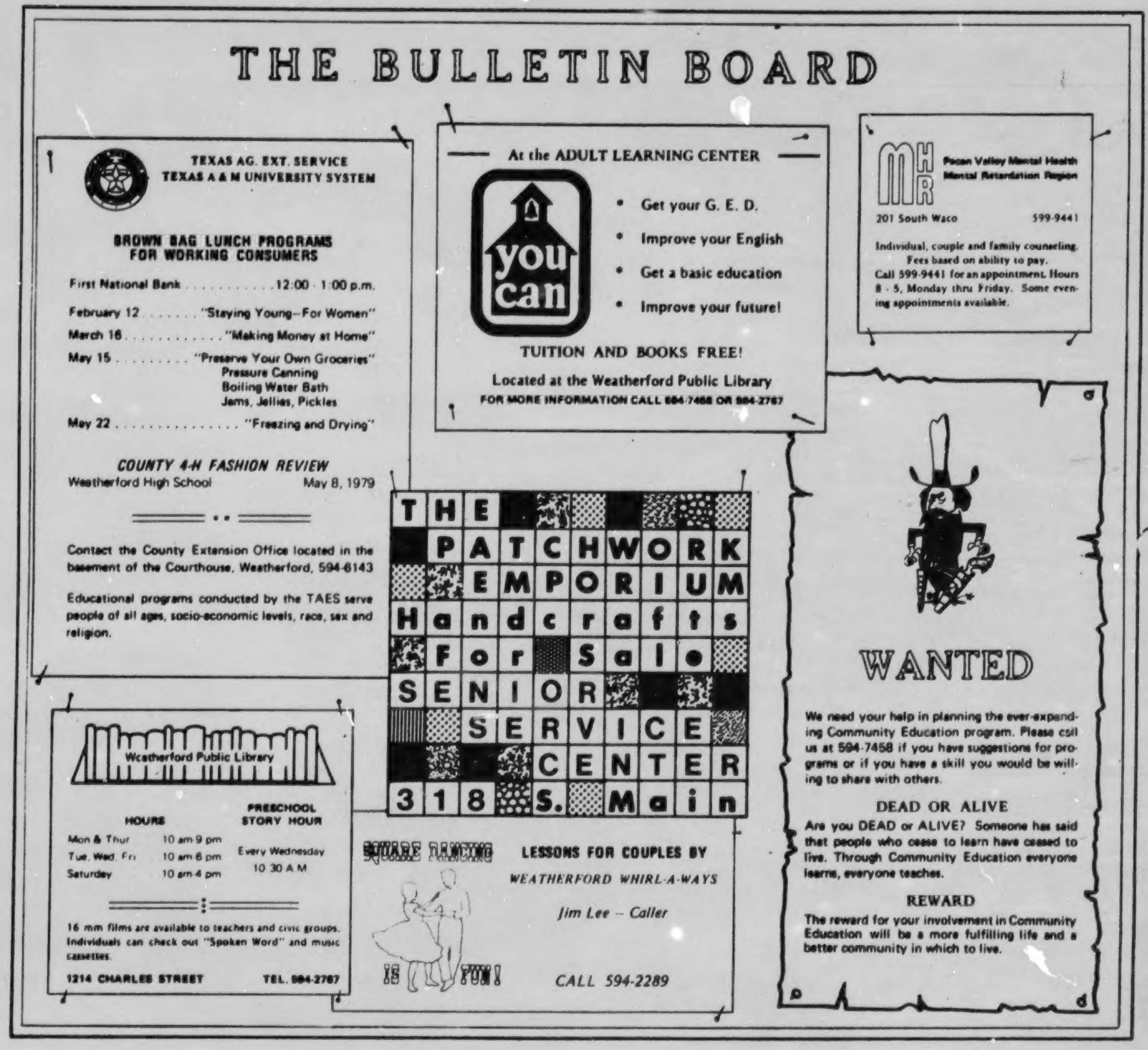
Community Education coordinates planning with community service agencies — the Y.M.C.A., the County Extension Service, the Committee on Aging and civic groups — to mutually promote all agencies' efforts and eliminates a costly duplication of services to the community.

Community Education provides a process to use local resources — business, recreation, education, health, and civic — to improve the quality of life in Rockwall.

Community Education extends an opportunity for personal growth and development through personal involvement.

If you have suggestions for programs to benefit the community, or would be interested in teaching a class for a special group or interest area, please call The Community Education office, 722-3922.

Sample Page From Promotional Brochure



THE BULLETIN BOARD

TEXAS AG. EXT. SERVICE
TEXAS A & M UNIVERSITY SYSTEM

BROWN BAG LUNCH PROGRAMS
FOR WORKING CONSUMERS

First National Bank . . . . .12:00 - 1:00 p.m.

February 12 . . . . "Staying Young—For Women"

March 16 . . . . "Making Money at Home"

May 15 . . . . "Preserve Your Own Groceries"
Pressure Canning
Boiling Water Bath
Jams, Jellies, Pickles

May 22 . . . . "Freezing and Drying"

COUNTY 4-H FASHION REVIEW
Weatherford High School May 8, 1979

Contact the County Extension Office located in the basement of the Courthouse, Weatherford, 594-6143

Educational programs conducted by the TAES serve people of all ages, socio-economic levels, race, sex and religion.

At the ADULT LEARNING CENTER

you can

- Get your G. E. D.
- Improve your English
- Get a basic education
- Improve your future!

TUITION AND BOOKS FREE!

Located at the Weatherford Public Library

FOR MORE INFORMATION CALL 594-7458 OR 594-2767

MHMR

Pecan Valley Mental Health
Mental Retardation Region

201 South Waco 599-9441

Individual, couple and family counseling.
Fees based on ability to pay.
Call 599-9441 for an appointment. Hours 8 - 5, Monday thru Friday. Some evening appointments available.

THE PATCHWORK EMPORIUM
Handcrafts For Sale
SENIOR SERVICE CENTER
318 S. Main

Weatherford Public Library

HOURS		PRESCHOOL STORY HOUR
Mon & Thur	10 am-9 pm	Every Wednesday
Tue, Wed, Fri	10 am-6 pm	10:30 A.M.
Saturday	10 am-4 pm	

16 mm films are available to teachers and civic groups. Individuals can check out "Spoken Word" and music cassettes.

1214 CHARLES STREET TEL. 594-2767

SQUARE DANCING IS FUN!

LESSONS FOR COUPLES BY

WEATHERFORD WHIRL-A-WAYS

Jim Lee – Caller

CALL 594-2289

WANTED

We need your help in planning the ever-expending Community Education program. Please call us at 594-7458 if you have suggestions for programs or if you have a skill you would be willing to share with others.

DEAD OR ALIVE

Are you DEAD or ALIVE? Someone has said that people who cease to learn have ceased to live. Through Community Education everyone learns, everyone teaches.

REWARD

The reward for your involvement in Community Education will be a more fulfilling life and a better community in which to live.

Community Education . . . Puts A Little "Class" In Your Night Life!

Courses Begin January 23-27

Chess Classes

Sponsored by the RHS Chess Club, classes will be held twice each month. Beginners will learn complete rules, general openings and elementary strategy. Intermediate students will be taught logic, skillful tactics and swindling. Advanced students will learn secrets to enable them to obtain a general mastery of chess.

Time: 2nd & 4th Tuesdays
7:00 – 9:00 P.M.
Place: RHS
Tuition: $1.00 each night
Instructor: James Martin and
RHS Chess Club

Conversational Spanish

Designed for the traveler. Students will learn basic vocabulary needed to converse in everyday situations. 8 weeks.

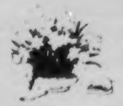
Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $9.00
Instructor: Mary Ann Condon

Crochet

For all ages. Learn to make an afghan or a poncho under the leadership of Trisha Johnson.

Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: Y members $6.00
Others $12.00
Starts: January 23, 1978

Floral Arranging



A professional florist will instruct students in the basic design of fresh and straw flowers and some of those tricks to give arrangements that professional appearance. 4 weeks.

Time: Thursdays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $4.00
Instructor: Nancy Cole

Fun With Watercolor

A chance to explore the styles and techniques for the freshness and spontaneity of watercolor, i.e., wet-in-wet technique, pen and ink, washes, and dry brush. At each class meeting, the instructor, a local artist, will demonstrate the procedure for study. Individual projects will deal with landscape, flowers and/or still life subjects. Students purchase their own supplies from a supply list provided at the first meeting.

Time: Mondays 7:00 – 10:00 P.M.
Place: RHS
Tuition: $10.00
Starts: January 23, 1978
Instructor: Lynne Crossland

Modeling & Cosmetology

Come and learn to present yourself in the best possible light! Instructor Carol Brown, a model and cosmetologist, will teach the basics of skin care, glamour and makeup for older teens and adults.

Time: Thursdays 7:00 – 9:00 P.M.
Place: High School
Tuition: Y members $5.00
Others $10.00
Lab fee $3.50

Oil and Acrylic Painting

First four weeks will cover basic drawing with pencil and pen & ink; composition, basic design and shading. Last six weeks will deal with the basic techniques of oil and acrylic painting.

Time: Tuesdays 6:30 – 9:00 P.M.
Place: RHS
Tuition: $14.00
Starts: January 24, 1978
Instructor: Rita Chamberlain

Party Bridge

The basics of bidding, responding and scoring for party bridge. Card sense emphasized. Minimum – 8 people; maximum – 12 people. 8 weeks.

Time: Tuesdays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $9.00
Instructors: Gene & Nell Nations

Photography

A study of the camera with emphasis on what constitutes a good photograph and how to create the setting for its achievement. Students must provide their own camera and film. 6 weeks.

Time: Mondays 7:00 – 9:00 P.M.
Place: RHS
Tuition: $7.00
Instructor: Earl Johnson

Basic Stained Glass

Learn the basics of this beautiful art and save on home decoration costs.

Time: Mondays 7:30 – 8:30 P.M.
Place: High School
Tuition: Y members $3.00
Others $6.00
Instructor: Phil Miller

Elementary Gourmet Cooking

Course includes bread and sauce making, kitchen equipment and proper usage, meats, vegetables and their preparation. 4 weeks.

Time Mo s 7:00 – 9:00 P.M.
Place RHS
Tuition $4.00

Home Decorative Crafts

Learn to make those decorative craft items that can put your personality into your home. Among the things covered in this twelve week course will be brown paper bag sculpture, tinsel art, mirror vision, decoupage gold leafing and bread dough art.

Time: Thursdays, 7:00 – 9:00 P.M.
Place: RHS
Tuition: $13.00
Starts: January 26, 1978
Instructor: Marie Newell

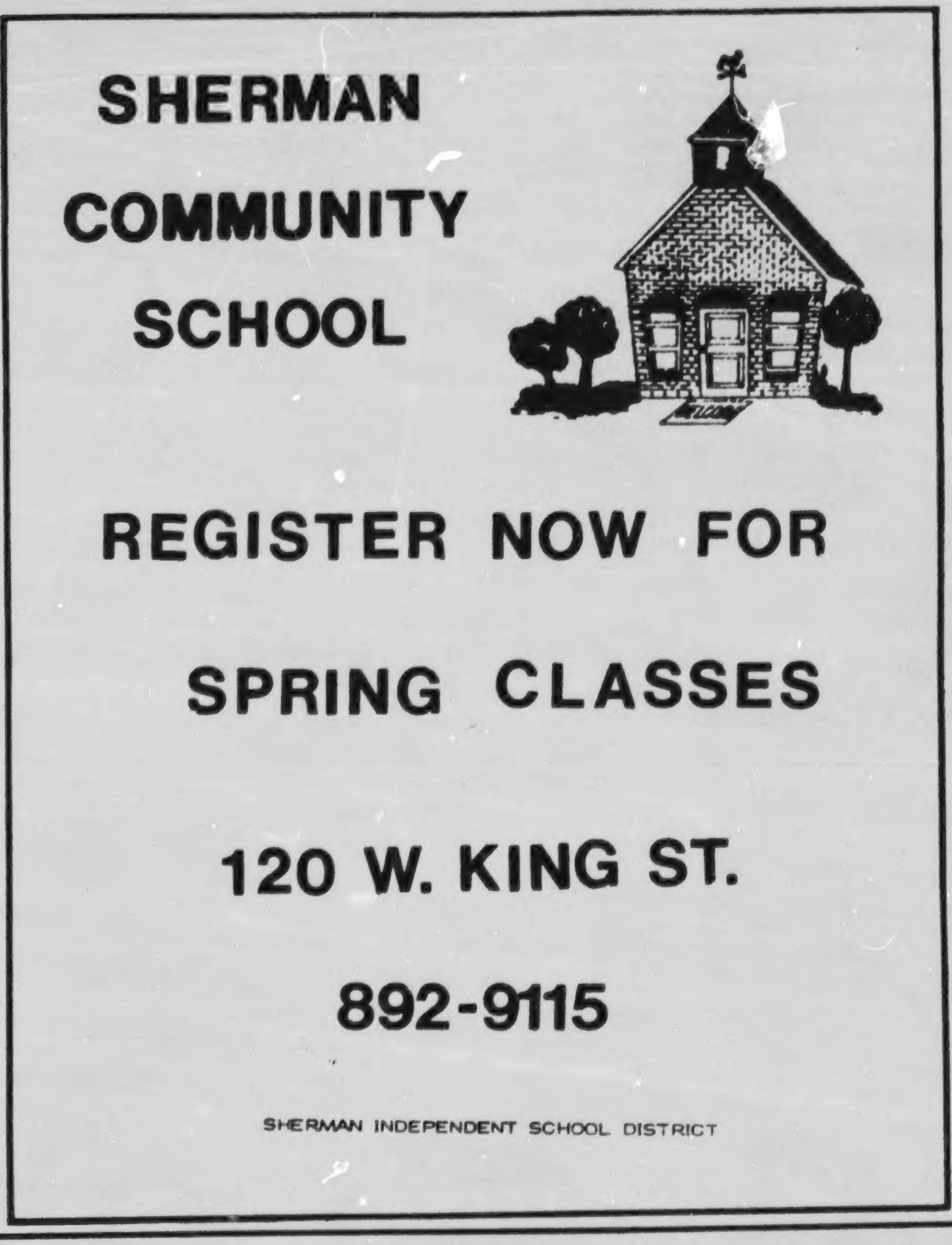
ADULT BASIC EDUCATION

Dallas – Rockwall County Co-op
Serving Rockwall and Royse City
CALL 722-3922

G.E.D. Preparation

For all adults over 17 years of age who have not finished high school.

Special Promotional Pieces: Poster and Bumper Sticker



SHERMAN

COMMUNITY

SCHOOL

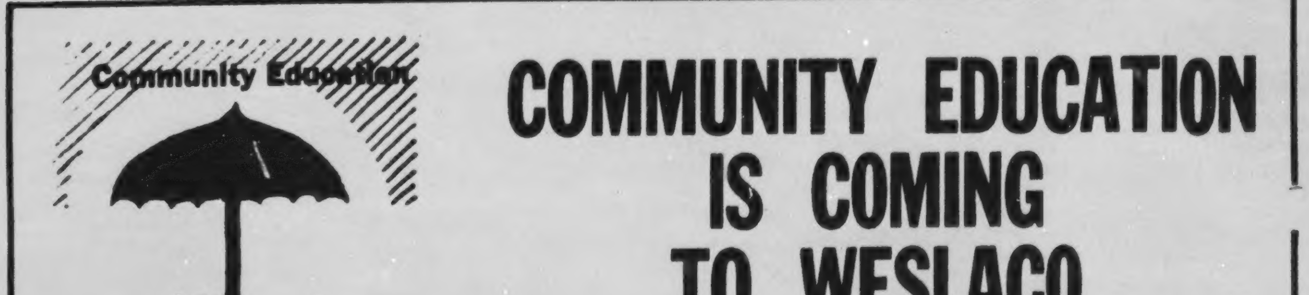
REGISTER NOW FOR

SPRING CLASSES

120 W. KING ST.

892-9115

SHERMAN INDEPENDENT SCHOOL DISTRICT

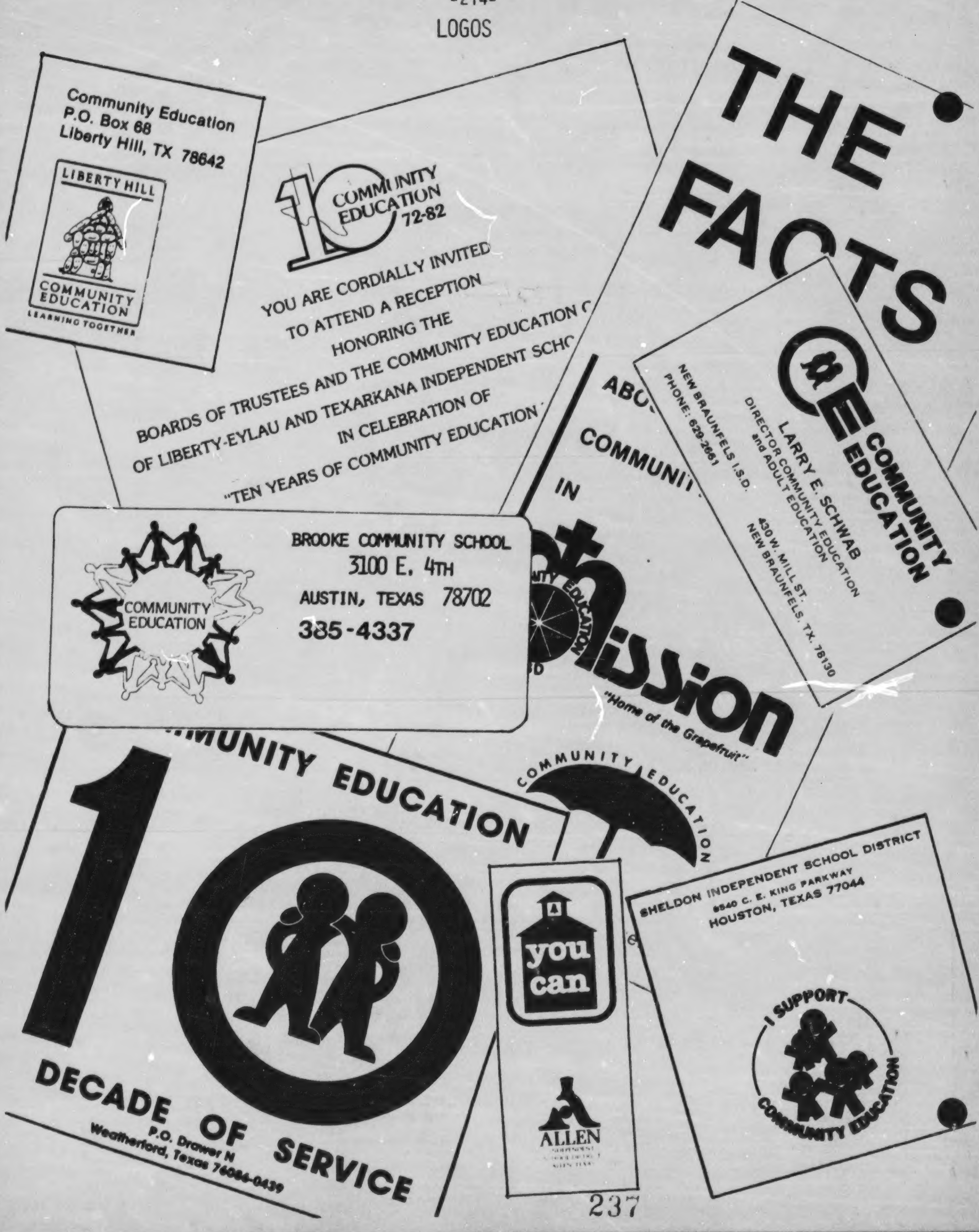


Community Education

Weslaco, Texas

COMMUNITY EDUCATION
IS COMING
TO WESLACO

LOGOS



Community Education
P.O. Box 68
Liberty Hill, TX 78642

LIBERTY HILL
COMMUNITY EDUCATION
LEARNING TOGETHER

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10 COMMUNITY EDUCATION 72-82

YOU ARE CORDIALLY INVITED
TO ATTEND A RECEPTION
HONORING THE
BOARDS OF TRUSTEES AND THE COMMUNITY EDUCATION C
OF LIBERTY-EYLAU AND TEXARKANA INDEPENDENT SCHO
IN CELEBRATION OF
"TEN YEARS OF COMMUNITY EDUCATION

THE FACTS
ABO
COMMUNIT
IN

CE COMMUNITY EDUCATION

LARRY E. SCHWAB
DIRECTOR COMMUNITY EDUCATION
and ADULT EDUCATION

NEW BRAUNFELS I.S.D.
PHONE: 629-2661

430 W. MILL ST.
NEW BRAUNFELS, TX. 78130

BROOKE COMMUNITY SCHOOL
3100 E. 4TH
AUSTIN, TEXAS 78702
385-4337

COMMUNITY EDUCATION

Mission
"Home of the Grapefruit"

COMMUNITY EDUCATION

MUNITY EDUCATION
10
DECADE OF SERVICE
P.O. Drawer N
Weatherford, Texas 76086-0439

---

you can

ALLEN

SHELDON INDEPENDENT SCHOOL DISTRICT
8540 C. E. KING PARKWAY
HOUSTON, TEXAS 77044

I SUPPORT COMMUNITY EDUCATION

PRINTING METHODS

Although you may not be directly concerned with printing, you will find it helpful to have a basic understanding of various printing media.

LETTERPRESS PRINTING

This was the usual printing method for newspaper and job printing until the late 1950's. It is commonly known as relief printing. Copy is printed directly from raised letters or plates. The type is assembled or set, either by hand or on a linecasting machine, locked in a form and then put on a press. The type is inked with a roller and the paper is placed against the raised letters. This results in an impression transferring onto the paper. All letters and art used on the press must be backwards.

a) Advantages
Changes can be easily made at each printing or run. Inexpensive newsprint or uncoated paper can be used very economically, as in the printing of tabloids. Also, clean,sharp illustrations can be obtained when a high quality of paper stock is used.

b) Disadvantages
The printer will have to reset the type each time you reprint your brochure. It costs too much money to keep type standing. Letterpress printing is usually more expensive than offset printing, because pictures have to be made separately by an engraving process.

OFFSET PRINTING

In this printing process, the copy is set on any style of typing or composing machine. It is then pasted on a layout sheet with the artwork and photos. This is called a mechanical or keyline.

A photographic image of this keyline is then made for use on either a metal or paper plate. The metal plates require a negative in the process and paper plates use direct image transfer. Check with printers to find the best use of available equipment. Metal plates will hold up for longer runs, paper plates are generally used for the shorter runs. Metal plates are much better for multi-color inks and are recommended for good, clear, photographic reproduction.

The term offset, comes from the fact that there are two steps in this printing process. The ink is first applied by rollers to the plate on the press. This ink will adhere only where the plate has been exposed through photographic processes. The ink is then transferred to a blanket and "offset" to the paper. This process eliminates the need for words and pictures to be set backwards.

a) Advantages
Offset printing is less expensive than letterpress printing, if many photos or illustrations are required. Special paper stocks can be used, allowing for softer tonal graduations. And most important, the type does not have to be reset. Negatives can be used many times, and are easily filed by printers. Additions or corrections can by cut into them with little cost.

MIMEOGRAPHING

Mimeographing and similiar processes are the least expensive of the various printing methods. They do not have the attractiveness of the other methods, however, acceptable publications can be produced. This printing process may be the answer when funds are low and the printing run is small.

The job can be done by secretaries in an office, or by local commercial companies. If the work is done in your own office, the chief expenses are paper, stencils and ink,- plus employee's time.

PRINTING TIPS

1. Paper comes in many colors, weights and finishes. The grade means the name given by the paper mill. The weight is specifically the weight of one ream (500 sheets) in the size category listed. For example, one ream 25 x 38 weighs 70 pounds and is called 70# stock. Ask your printer for sample paper stock booklets. Get to know some of the common paper stocks.
2. Take advantage of papers that printers may have left over from other jobs. They will often have odd lots of unusual papers available at bargain prices. Find out what they have on hand.
3. If your budget is limited, try a two-color effect for one-color price. Many unusual and exciting color effects can be created by using one color of ink on one color of paper. Try blue ink on tan paper, or brown on beige for an added sparkle. Remember though, black or brown are the best colors for printing photographs or halftones. There are special screens and photographic effects that can be used to add to the impact of your printing without necessarily adding to the cost. Ask your printer for advice in this area.
4. Don't continuously print your newsletter on the same color of paper. Give it a face lift and pull the color switch.
5. Do you send out the same class schedule more than once? Change the color and maybe the paper. It will look completely different. The printing should be less expensive the second time because the original preparation work will not have to be repeated.

PHOTOGRAPHS

1. Do not cut off the white borders around the edge of the photo. Printers use this area for marking.
2. Never write on the back of the photo. An impression will appear on the surface of the photo and will possible show up in the reproduction process.
3. Type instructions and identification on a separate piece of paper. Use rubber cement to fasten the upper edge of the paper to the back of the print, so the message is visible below the picture.
4. Never put rubber bands or paper clips on or around the surface of a photograph. This will cause surface cracks, which may show up in reproduction. Protect the photo by placing it between some cardboard sheets. Label the envelope, "Photograph, do not bend."
5. Use good, sharp, contrasty photos. Stay away from special effects, unless you know what you are doing. Try not to use polaroid photos. They seldom have good white and black areas for reproduction.
6. Color pictures will reproduce in black and white, but will usually look flat.
7. To indicate the part of the picture you prefer used, place "crop lines" around that area with a grease pencil. You can also indicate the size you expect it will be.
8. Provide glossy prints, preferably 8"x10", or the exact size you wish them to be printed.

DO'S & DON'TS OF MEDIA RELATIONS

DO'S

1. Get to know your media people. Be up-to-date with names and positions. Maintain a positive working relationship with them at all times. Understand the media regulations, guidelines and standards.
2. Be aware of community events, activities, etc. Be alert for possible news stories.
3. Be honest, courteous and brief.
4. Call back when you say you will.
5. Call the media when you have news of interest.
6. If you don't know, say so. But do find out!
7. Keep a reporter's confidences as you expect him/her to keep yours.

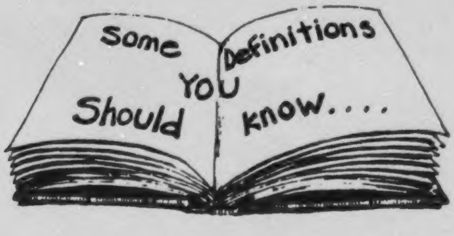
DON'TS

1. Try to guess the answers.
2. Promise to call back and then forget.
3. Give a blunt "no comment." That isn't an answer.
4. Ask for special favors to get a story into the paper.
5. Go "off the record," unless you let the reporter know that you are doing so.
6. Forget to tell the reporter when you go back "on the record."
7. Demand retraction of insignificant, unimportant errors. Save these efforts for the big errors.

GLOSSARY

BINDING	The fastening together of pages into a book, catalog, or booklet using staples, wires, or plastic.
BLEED	Printing past the edge of the image area, so there is no margin after trimming. This costs more as it requires the use of paper that will need trimming.
BODY COPY	Main copy of an advertisement, as distinguished from headlines, logos, etc.
BODY TYPE	Type used for the body copy.
BROADSIDE	A giant folder, often used in direct mailings.
BROCHURE	A single sheet, usually printed on both sides and folded to produce panels.
CAMERA-READY	Completed keyline, ready to be processed into plates.
CAPS	Upper-case letters (capitals).
CAPTION	Descriptive matter for a photograph, or the heading of a chapter, pages or section.
CENTER SPREAD	A single sheet of paper that forms the two facing pages in the center of a publication. The printing is done across the fold, or gutter.
CIRCULAR	Also called leaflets. Small sheets of paper printed on one or both sides. Often distributed as inserts with letter, statements, or catalogs.
CLIP ART	Camera-ready purchased art.
COLUMN INCH	A measurement unit for the print media, one column wide and one inch deep.
COMPOSITION	The setting of type.
COMPREHENSIVE	A layout prepared to resemble the final advertisement. Usually expensive, because of the time involved. Rough layouts will save you money.
COPY FITTING	Counting the number of words or characters in a piece of copy to determine the space it will take when set in type.
COVERAGE MAP	A map showing the area reached by transmission from a radio station.
CUT	A printed illustration or the engravings used to reproduce it.
DISPLAY ADVERTISEMENT	Advertising in publications that use attention-attracting elements, such as illustrations, various type, white space or color.
DISPLAY TYPE	Type for the headlines or sub-headlines.
DUMMY	a) A blank set of pages to show paper stock, size, thickness, etc., of a book or pamphlet, b) A paper model assembled and folded to check press position.
ENGRAVING	An original, engraved printing plate.
FONT	A full alphabet of one typeface and size, including numbers and punctuation.
GLOSSY PRINT	A smooth, shiny photograph.
HALFTONE	The printed reproduction of a photograph. It requires photographing through a screen to break the area into small dots of various sizes, which reproduces different shades or tones.

LAYOUT	A page arrangement for printed matter. Can include "thumbnails," roughs and comphrehensives.
LINE COPY	Type or illustrations made of solid lines (no grades or tones).
LOGO	A decorative design symbol associated with the company name.
LOWER-CASE	Small letters.
MATT FINISH	Dull finish.
MECHANICAL	A final layout with camera-ready art and type in place. Also called keyline.
OFFSET	The most common form of printing since the early 1950's. Does not require thick, costly, etched or routed metal plates. The image, photographically reproduced on a thin metal or paper plate, is transferred to a rubber blanket, which then offsets to the paper.
OUT-OF-REGISTER	A print job in which the types or color plates do not match or overprint accurately.
PASTE-UP	Same as a mechanical or keyline.
PICA	A unit of measurement in typesetting and printing. Six picas equal one inch.
POINT	A unit of measurement. There are 12 points in one pica or 72 points in one inch.
PRESS PROOF	A copy of the actual printed piece. Offset printers make photographic proofs. In letterpress printing, the proof is "pulled" off a proof press. Xerox proofs are very common. Ask you printer about multi-color proofs.
REVERSES	The printing of dark ink around any shape, so the lighter paper shows through, giving the impression of light printing on a dark background.
ROUGH	A rough layout.
SADDLE-STITCHING	Binding with wire staples, as in a magazine.
SIDE-STITCHING	A binding method, in which the stitches are placed through the left-hand edges of the pages from front to back. The pages will not lie flat when opened.
TEAR SHEET	A clipped page or section from a publication that is sent to the advertiser as proof that the ad was inserted. It can also be a pre-publication page copy.
THUMBNAIL	A miniature rough layout.



IDEA SECTION

ENRICHMENT CLASSES

MACRAME. WHY NOT?
Learn the art of............

A,B, What?
Master the rules of spelling once and for all.

IT'S A SNAP
Take photography from........

BE A LEADER
Learn the tricks of the sticks.
Baton classes begin.........

DISCOVER YOURSELF
For those who wish to develop a deeper understanding of ....

Have A Fling
Square dancing begins........

Knit one, pearl two
Knitting can be a profitable hobby. Learn....

WANT YOUR HANDS ON SOME DOUGH?
Try bread baking.

MELT AWAY THE POUNDS
Shape up and wear those..........

Where does it hurt?
A practical first aid course.....

MAKE YOUR HUSBAND A SULTAN?
Learn the art of belly dancing with......

LEARN THE ANGLES
A fascinating excursion into the fun topics of math.

ENRICHMENT CLASSES

JOIN THE FUN

Tennis classes begin. . . . .

IT'S YOUR MOVE

Chess teaches you. . . . . . .

KNOTTY KNOTTY

You'll like it! . . . .

NOW YOU SEE IT
NOW YOU DON'T!

Learn the arts of "Merlin the Magician."

A Class For Smartniks

Algebra is a basic understanding of higher. . . . .

Health is Wealth

They go together. . . . .

GOOD THINGS COME IN
SMALL PACKAGES

Nature craft classes begin. . . . .

HOW
HIGH?

Become a licensed pilot.

BRING DOWN THE CURTAINS

Learn the ins and out of play production. . . . .

Give Your Body A Lift!

Smooth out unwanted bumps, trim figures. . . . .

MUD IN YOUR EYE!

Classes in pottery begin . . . .

EVENING
CLASSES

HAVE A NIGHT OUT!

STRIVING TO SERVE YOU...

MAKE THE MOST OF YOUR EVENINGS

TIME OUT

DO IT NOW

LEISURE TIME?
Put it to work for you.

THE "IN" THING

ATTENTION!
People wanted.

GOT A SUMMER?
Use it to further your education,
It puts you out front in the fall.

TRY THEM!

BETTER THAN EVER!

MAKE YOUR LIFE MORE MEANINGFUL

THINKING ABOUT SELF-IMPROVEMENT?
Think..........Here's why....

HOUSEWIVES....MOTHERS
Stay-at-home Blues?
Take evening classes from..

C'MON SPARE TIME?

EVENING
CLASSES

WORK DURING THE DAY?
Continue with your education
In the evening with.........

YOU DESERVE A BREAK
Spend your evenings at.........

NIGHT LIGHTS
Add the light of learning to your life
With an evening class from.........

STUDY, LEARN, BUILD

IF YOU HAVE
THE TIME FOR YOU,
WE HAVE TIME FOR YOU

Don't just get a job
Study for a career

WANT A NIGHT OUT?
Spend it with the ......

DON'T SPEND YOUR EVENINGS
Invest Them! **$$**

UNDECIDED?

Put some class in your night life!

LEARNING FOR LIVING

COMMUNITY EDUCATION

JOIN US

Become part of the community education family.

IT'S BETTER ALTOGETHER

People Pleezers

SOMETHING FOR EVERYONE

BE A HUGGER

EVERYONE WELCOME

To the rescue!

.........Community Schools

PEOPLE HELPING PEOPLE

Open A Door To

A BIG HIT

COMMUNITY EDUCATION
Has the keys to ....

WHY NOT

WE NEED YOU!

Your school is lonely!

TIRED OF TV?

Try community education classes.....

HIGH SCHOOL COMPLETION

GET A TOE-HOLD

WELCOME BACK!

YOU'LL SCORE EVERY TIME
With ....

OFF TO A GOOD START

This is the place!

TAKE A
GIANT STEP
FORWARD

SENSATIONAL

LET'S GROW WITH
....

You're a winner

TIME FOR A CHANGE

GO AHEAD WITH
High School Competion .....

THE KEY TO YOUR FUTURE

Help you
help yourself

MAKE LEARNING A PLEASURE

BROADEN YOUR HORIZONS

HIGH SCHOOL COMPLETION

THE TIME IS NOW
Hurry ....

YOU CAN
Earn a H. S. Diploma
Make new friends
Learn a craft or trade

THE FINISHING TOUCH

BE A DROP-IN

DON'T HESITATE
Graduate with..........

WE CAN HELP YOU
Get your diploma

Feel Dumb? Become Smart!

DO IT NOW

HIGH SCHOOL COMPLETION
Take it from us.

Time Out!

MAKE LEARNING A PLEASURE

Don't Stop
Let's go with.....

THE KEY TO SUCCESS

HERE COMES TOMMORROW

NEWSPAPER ADVERTISEMENTS

DEFINITION

A newspaper display advertisement is a purchased amount of space (column inches) in the display or classified section of a newspaper. It can include illustrations/photos, copy or both.

PURPOSE

Why buy space when news releases are free? The reason is that you will often find that your news releases will have to be supplemented with paid advertising, in order to obtain the space and time that your message needs. You send the editor a news release and what happens? He's pressed for space that day and you end up with a small column on page 15. And you really needed a lengthly article to tell about your new courses, registration times, and new instructors.

a) Advantages

A paid advertisement allows you to present your message exactly the way you want. You can emphasize points to suit your needs.

It allows your message to get continuity to acheive impact and results. Often your message will need to be repeated.

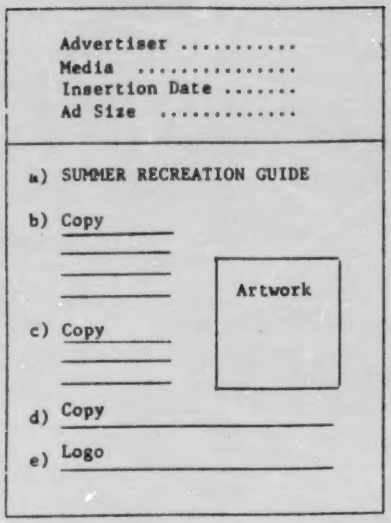
PRODUCTION

Preparing a layout for a newspaper is not as difficult as it first appears. Keep everything simple. Most layouts are quite similar. They contain a headline, main illustration, copy and the logo or advertiser's signature.

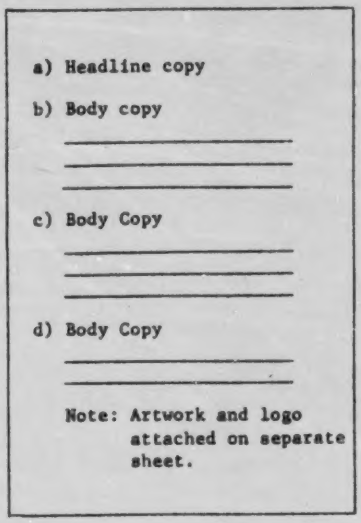
Follow this procedure to prepare an ad for a newspaper.

1. Use a layout sheet large enough for both the ad and the printer's instructions in the margin.
2. Print the name of the advertiser, medium, insertion date, and the ad size in the upper-right hand corner of the sheet. The size of the ad will be listed as x columns wide and x inches deep. (eg. (eg. 2 col. x 5 inches for a total purchased space of 10 inches.)
3. Rule in the borders to the exact size of the ad. Ask the newspaper editor for the width of their columns. They do vary.
4. Indicate the approximate area you prefer to place the artwork or photo.
5. Letter the headlines the approximate size.
6. Indicate the copy with horizontal, parallel lines and with numbers or letters to correspond with the original copy on your typed sheet.
7. Indicate the placement of the logo or signature.
8. On an 8½"x11" sheet, type the copy and indicate each section so that it corresponds to its location on the layout sheet.
9. Double check all typewritten copy. It must be correct.

ROUGH LAYOUT SHEET


Advertiser ....
Media ....
Insertion Date ....
Ad Size ....
a) SUMMER RECREATION GUIDE
b) Copy
Artwork
c) Copy
d) Copy
e) Logo

TYPED COPY SHEET


a) Headline copy
b) Body copy
c) Body Copy
d) Body Copy
Note: Artwork and logo attached on separate sheet.

At this stage of ad preparation, you should talk with the newspaper people again. They will suggest the type faces and sizes. Take advantage of the expert services that are available to you, usually at NO COST! Be frank with them and provide accurate and complete information. Ask their advice, it will be very valuable to you. Often they will prepare the entire ad for you! However, you should understand the principles of preparing an advertisement, so that you can evaluate their work.

GET YOUR MESSAGE IN THE HEADLINE.

NEWS RELEASES - PRINT

DEFINITION

A news release is a typewritten article prepared by an institution or individual and sent to selected print and broadcast media for release to the public.

PURPOSE

A news release is written to: provide background information, announce an upcoming event, issue a statement, and take a stand in an issue.

DO'S

a) Who, What, Where, When, How

The most important rule to remember is that the opening paragraph must contain the answers to these five questions; Who? What? Where? When? and How? Assume the reader will not get past the first paragraph and you want to make sure that he/she get all the information before taking off.

The first sentences are called the "lead." A good lead captures the reader's attention and makes them want to find out more about your school's activity or project.

b) Use the Inverted Pyramid

Go into the details of your story. Each succeeding paragraph should be of declining importance. Professionals call this writing technique the "inverted pyramid." It permits the editor to pick up the important facts of your story in the first few lines. Then, if he does not have space or time to use the whole release, he can cut it from the bottom, where the least important details are given. This is true of both print and broadcast media.

WRITING SUGGESTIONS

1. Use short words. Write short sentences, short paragraphs. Two sentences make a good paragraph.
2. Be brief. Almost every news release can be written on one or two double-spaced pages. Two pages double-spaced will fill about 12-inches one newspaper column wide.
3. Give the exact date in a news release: "July 18" rather than "next Thursday." Specify "October," not "next month." Double check the date and day of the week on a calendar.
4. List the address as well as the name of the meeting place.
5. Do not use words in a news release that you would not use in everyday conversation.
6. Forget about adjectives when you write a news release. Beauty is in the eye of the beholder.
7. If a speaker is interesting, explain why. Don't just say that the speaker was dynamic.
8. Numbers in your story? Always spell out numbers from one to ten, use numerals from 11 on up. Never begin a sentence with numerals.
9. When you finish the draft of your story, go over it again. Cross out adjectives and unnecessary words like "the," "an," and "a."
10. Be careful using telephone numbers. The chance of printing error is great. Also, do use some diplomacy. Don't include phone numbers for ticket sales, etc. Editors will realize you are using their columns for free advertising. They sell space and time for such purposes.
11. Do not mention door prizes, raffles or lotteries in a news release. Newspapers are sent through the mails, and the law forbids their use in such news.
12. Refrain from writing headlines for the story. Let the editor do it. He's the professional.

13. Proper presentation of names and accuracy of spelling are ESSENTIAL. Always say "Thomas M. Smith" rather than "Tom Smith." If there are common last names in your community, be sure to include the first name and middle initial to avoid mix-ups.

14. Second mention of the name in a news story is "Smith" or "Mr. Smith."

15. Finally, put yourself in the reader's place. Reread the article. Is it really interesting? If not, tear it up.

TYPING SUGGESTIONS

1. Always type news releases on 8½"x11" white paper of good quality, that will not tear easily.

2. Do not send carbon copies. If you need several copies, photostat or mimeograph them. It lets the editor know that others are getting the same release, and hopefully, he/she will rewrite it a little for individuality.

3. List at the top of the release which newspapers will receive the same story.

4. Keep a copy of every news release you send out.

5. List reference data in the upper left hand corner of the first page. This can be single spaced. Include the name of the institution, your own name, street and city address. Company letterhead should also be used. Don't forget your phone number.

6. Type the release date in the upper right hand corner. State it is "FOR IMMEDIATE RELEASE" if at all possible. If you require a specific publication date, it should read "RELEASE AFTER 4 P.M., THURSDAY, JUNE 10, 1977." Keep "hold" releases to a minimum.

7. Double-space on one side only. Indent each paragraph at least five typewritten spaces.

8. When stories are more than one page, type the institution name at the top of each succeeding page. Type "More" at the bottom of each page except the last. End each page with a complete sentence and paragraph.

9. Type ######### under the final paragraph of the news release.

10. Many editors supply a style sheet on request, explaining how they capitalize, abbreviate, spell and punctuate their copy. Follow their example carefully.

SUMMARY

Preparing a news release according to the above suggestions will not guarantee publication. Editors are busy and do not have time to rewrite copy or check out vague information.

But, if you are professional and dependable, you will find media people more than willing to cooperate with you both now and in the future.

All you have to do is prove to the editors that they can depend on you for honest, factual, well-written stories, and they will happily accept your news releases.

REMEMBER THE FIVE "W's."

NEWS RELEASES - RADIO

DEFINITION

A message sent over the air waves to a specific listening audience. 3 3 3 3

PURPOSE

To convey information on upcoming events and activities.

NOTE: News releases for radio are written differently than those for newspapers. However, it is important to write them with accuracy and vigor, just as you do for the print media.

a) Advantages
The advantages of radio are many: it lets you select your audience by scheduling according to time, weather or season, it's a very personal medium, and it's very flexible -- allowing you to place your message on or off the air very quickly.

b) Disadvantages
There is a lot of competition with other media.

DO'S

a) Keep It Brief
The most important consideration is brevity. Most of the stories will be one-half to one minute long, and about 8 to 15 typewritten lines. Keep your copy brief.

b) Timing Is Important
Speed is another consideration. Broadcasters pride themselves on getting the news to the public quickly. Your story will have a lot of stiff competition and must arrive while it is still news. Upcoming events should be received ahead of time, so they can be aired to the advantage of everyone.

b) Write the Way You Talk
Write your news releases in a conversational style and tone, so the announcer can read them aloud easily and naturally. Don't use slang. Use simple statements.

d) Know Your Station
Take time to listen to your station. Each station has a specific kind of audience. Get to know their format, how they broadcast what they do, and who is responsible for news, public service and interview programs.

Station managers are required by law to present free public service programs in the public's interest. They are eager to provide air time, often known as "Community Calendar," for announcements of upcoming events. Find out what time they schedule their public service time and use it.

TYPING SUGGESTIONS

1. Type the copy for the news release on one side of 8½"x11" white paper. Double or triple space. Indicate additional pages by typing the word "More", at the bottom of the preceding page. Make certain the first page ends with a complete sentence.
2. Do not hyphenate words at the end of a line.
3. Use phonetic spelling in parenthesis, when unsure about a word's pronunciation.
4. Do not use tongue-twisting words and phrases. Stay away from "s" sounds. Do read aloud what you have written and have another person do the same.

5. Be careful using personal pronouns (eg. he, she, him, her, etc.)
6. Repeat dates and times at the end of the release.
7. Use short sentences. The announcer has to breathe!
8. Don't begin your release with a question. Questions imply answers.
9. Be certain that you answer the Who, What, Where, When and Why questions.
10. Make sure your release fits within the time frame.

BUYING TIME (SPOTS)

Perhaps you wish to direct your message to a specific audience at a specific time, and public service time (free time) isn't sufficient.

Then you must buy some radio time, called radio spots. At one time, 60 seconds was the standard unit for purchasing. Nowadays 30, 20 or 10 seconds are also frequently used.

The best way to record your message is at the broadcast studio. They have the proper equipment and the professional staff to do it. No matter how good your voice is, it won't get on the air unless it meets the station's broadcasting standards. Check with your station before recording.

THE POWER OF THE EAR.

Make friends with reporters

Misunderstandings, and resulting poor working relationships, often develop between people in education and representatives of the news media simply because educators are not quite sure how to respond to a reporter.

Here is a list of tips which will help you cultivate news representatives as friends:

1. If a question is directed at your area of responsibility, answer it honestly. Guesses won't work. Make your answer specific. Above all, do not be defensive. Never ask why the reporter wants certain information.

2. The information you have about your school—such as surveys and reports, is generally public property. You must respond to requests for such materials, even though you are uncertain how they will be used by the media. Working papers, drafts, tentative figures, notes, etc., which are being used in-house in the preparation of surveys or reports, do not have to be released—unless you want to do so.

3. Be aware of the deadlines which a reporter faces. Ignorance of this fact can be a major irritant. Be prompt in your responses.

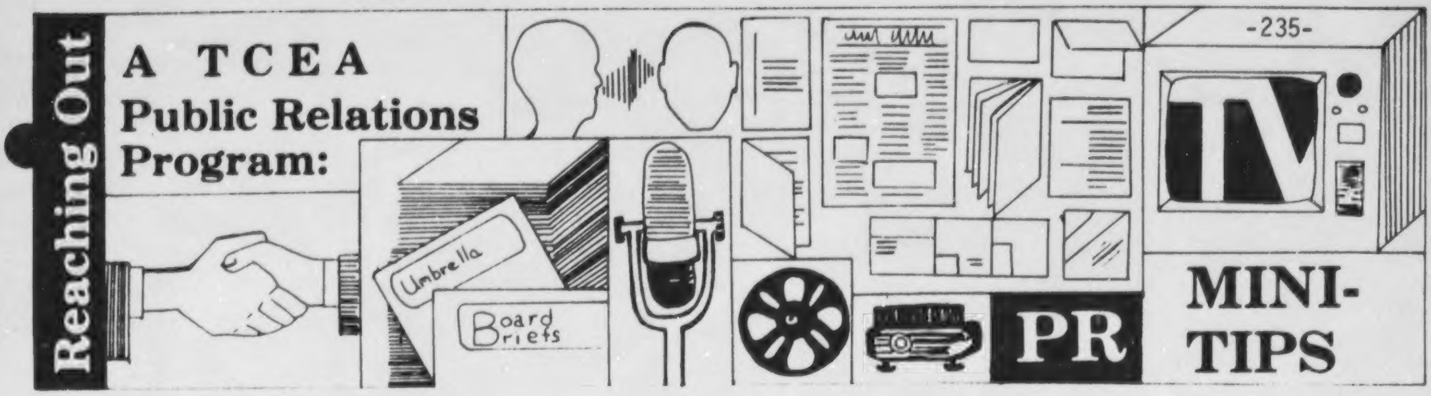
4. "I don't know, but I will get the answer and call you back." This is an honest attitude a reporter will appreciate and respect—if you call back. It can give you a chance to contact others or to collect your thoughts and facts. You must call back!

5. When answering a question, forget your "educational vocabulary." Remember, the reporter should not be asked to interpret professional jargon for the community. Say what you mean in simple terms—always. When numbers come up, round numbers will generally do.

6. Don't put a reporter on the "round-the-bush" routine of "I'm transferring your call to Mr. So 'n So" when odds are the reporter will still not get an answer. Check with your immediate supervisor or with the Office of Public Information. Then get back to the reporter.

7. Don't small talk about the subject at hand. A reporter's job is gathering news. *NOTHING IS OFF THE RECORD.*

8. If you want a point emphasized in a story, say so. The reporter will generally go along. But a reporter's responsibility is to audience and boss, not to your program. *NEVER* commit the faux pas of asking the reporter to see the story before it is used.



TOPIC: DO'S AND DON'TS OF NEWS RELEASES

FROM: *A PUBLIC RELATIONS HANDBOOK FOR COMMUNITY EDUCATION by Diane Russell*

1. Type and double-space all releases.
2. Type on only one side of the paper. Use regular-sized typing paper.
3. The writer's name, "Community Education", the business phone number, and the release date should appear in the top right-hand corner of the first page. A few key words describing the story's content should appear in the top left-hand corner.
4. If the story contains more than one page, "more" should be placed at the bottom of the first page. " Add to # 1', and so on, should be written on the top of the following pages.
5. Put "30", "end", or "###" at the end of the story.
6. Begin the story about four inches from the top of the page. This space will allow the newspaper room for printing instructions.
7. Do not write a headline on the story.
8. Send out originals to the media; keep a carbon copy for filing purposes. Never send the same release to every medium unless the editor knows that the others are getting the same release.
9. Release accurate news without errors. Check the spelling of all names.
10. Meet the deadline,ahead of time, if possible.
11. Make releases short; they usually cover one or two pages.
12. The first paragraph of the story should contain approximately thirty words and should give the main details of the story. The inverted pyramid style - each paragraph decreasing in importance - should be used in the remainder of the story. If the story has to be shortened, the less important facts will be cut.
13. Do not hyphenate words at the end of a line, and do not split paragraphs between pages. Often one story will be given to two different typesetters if it is longer than one page. Paragraphs should also end on the same page that they begin.
14. Use short and simple words, avoiding community education jargon.
15. Do not abbreviate community education as CE without first using it as "Community Education(CE)" in the story.
16. Give exact dates in the story; do not use yesterday, tomorrow, or next week. These terms may confuse the reader or the editor.
17. Give the addresss of the places where activities are held in case some community members do not know where it is.
18. Use adjectives sparsely.
19. Spell out numbers from one to ten and use figures from "11" on up.
20. If the news being released is not interesting, do not send it to the newspaper just to have something to send. If the story appeals to a special group, relate the story to the group.

Community Ed Celebrates Decade Of Sharing

As part of the celebration of Community Education's 10th year of operation, Wednesday has been designated National Community Education Day.

In recognition of this occasion, Mayor Glen White signed a proclamation and explained "Community Education helps further adult education and has a good economic impact."

Dr. Robert Berridge of the Center of Community Education at Texas A&M University has been a moving force in Texas' growth in community education. Funded largely by the Charles Mott Foundation, the center has been instrumental in providing community awareness and training for community educators across the state.

Supported from its beginning in Texas in 1972 by a resolution from the State School Board of Education, Texas Community Schools have grown from a "handful" to over 200 campus locations throughout the state.

Community Ed Day

Bay City Mayor Glen White puts his signature to paper proclaiming Wednesday as Community Education Day. Sitting with the mayor, from the left, are Suzy Thompson and Roy Polk. Standing are Carolyn Ashcraft, Sue Millberger, Betty Schindler and Francis Walters. (Staff photo)

Mary Ann Leveridge, a member of the State School Board of Education, has this to say about Community Education: "In order to have the continued support of the general public, all public schools will need to become community schools serving all ages."

State Rep. Tom Uher is emphatic in his feelings regarding Community Education: "The effective utilization of our schools as vital community resources will become the rule rather than the exception. Community education should be in every community in this state, not just a few."

Roy Polk, a retired businessman and chairman of the Community Education Advisory Council, says "I think Community Education is something our community needed, which is indicated by the numbers of people participating in the program. It provides people an opportunity to get acquainted while gaining knowledge at the same time."

Bay City School Superintendent R.L. McMichael is quoted saying, "Community Education is a means of cost effectiveness for our schools. Many persons pay school taxes who have no children to benefit. By opening school doors to all ages, all taxpayers can benefit. Through the process of community involvement, community education has become an excellent P.R. delivery system for the schools. Our local program is recognized statewide as being exemplary. It is one in which we can all take pride."

Haskell Simon commented: "The variety and visibility of our Community Education program is just another one of those 'pluses' that makes Bay City such a great place to live."

Marybelle Ingram, a librarian, states "Community Education is a vital force in the community in meeting the needs of newcomers as well as those who have lived here over the years. I am always impressed by the number of persons who are made functional in our society through their studies at the Adult Learning Center."

County Judge Burt O'Connell says "It is my opinion that the Community Education Program has proven to be another dimension for educational opportunity in our community. The public has taken advantage of this opportunity and has profited from it."

Father Charles Sonnier, the pastor of Holy Cross Catholic Church, says "Community Education is a wonderful thing for Bay City because it gives people a chance to learn new things in our community. Education is the foundation for awareness. Unless a person remains in tune with current trends in education, his personal life suffers."

SAMPLE NEWSPAPER RELEASE

COMMUNITY EDUCATION
72-82

ALLEN INDEPENDENT SCHOOL DISTRICT COMMUNITY EDUCATION

Marketing Master Plan

Media Mix

Fall/Winter 1982

Note: All press releases go to Mckinney Courier Gazette and the Allen American

Appear Date	Deadline Date	Done	Description
Now	-		TP&L Newcomer Packet
ASAP	ASAP		Bulletin Board
Oct.	ASAP		Schedule Personal Appearance
Oct.	-		AISD District Newsletter
Oct. 4	Sept. 13		Display Ad - Allen American
Oct. 5	Oct. 5		Word of Mouth CEAC
Oct. 6	Sept. 13		PSA's on GED & C.E. Registration
Oct.	Oct.		PIA at Football games
Oct. 10	Sept. 13		Display Ad - McKinney Courier Gazette
Oct. 11	Oct. 7		Direct mailing to all Senior Citizens
Oct. 11	Sept. 20		Release of course information - AA
Oct. 11	Oct. 11		Cable T.V.
Oct. 14	Sept. 13		Display Ad Allen American
Oct. 14	Sept. 13		1 press release
Oct. 15	Oct. 15		Manual Brochure Distribution
Oct. 15	Sept. 1		Direct mail C.E. brochure
Oct. 15	Oct. 15		Brochure out of town mailing
Oct. 17	Sept. 13		Display Ad MCR
Oct. 18	Oct. 11		Outside Displays-AHS-DQ-ERA
Oct. 18	Oct. 11		Take Home Sheet to Grades K-8
Oct. 18	Sept. 13		ABWA Press Release
Oct. 18	Sept. 13		Display Ad - Allen American
Oct. 18	Sept. 13		Display Ad - Allen American

BUDGET ESTIMATE FOR PRINTING

Title of Publication: ____________________________________

Type: (Brochure) ____________________ Date: ____________________

________ copies at ________ pages each

Printed front-to-back: ________ Yes ________ No

Totals

1. ________ masters at $________ each $ ________

2. Paper: ________ reams at $________ each ________

3. Picture pages at $________ each ________

4. Labor:

   Printing $________

   Collating ________

   Punching ________

   Wrapping ________

   Other ________

____

5. Graphic Work:

   Text ________

   Cover ________

____

6. Printing of Covers:

   ________ covers at $________ each ________

Subtotal ________

7. Overhead at ________ % ________

Grand Total $ ________

MAKING THE MOST OF YOUR PICTURES

A Mini Course for the Non-Expert

Good pictures -- the kind you need for your publications -- don't just happen. They require a certain amount of planning and technical know-how. If you hope to meet the requirements of the media, they must be out of the ordinary. Here are four criteria of excellence:

Technical Competence -- The good photograph has "print quality." A picture is worthless if it's fuzzy, too dark, spotted with fingerprints, dotted with specks of dirt, or scratched. It should also be correctly exposed, focused, and printed. (Technical competence, by the way, is the easiest criterion of excellent photography to achieve.)

Visual Meaning -- Good photographs "say something." The personality-oriented photo (except for single-column "mug shots") show people doing something--not glaring into the lens or posing routinely. The viewer must be able to personally relate to the picture. The pensive student is the viewer's child.

Unity -- Good photos illustrate just one event, emotion, or one idea. A picture capturing the "moment of learning" of a child can be destroyed by a background of other children staring at the camera or glimpses of waste paper on the floor. All parts of a photo contribute to the total impact. Nothing is shown that doesn't belong.

Composition -- Lines, masses, arrangement of contrasts and highlights all support the central theme of the final result. The brightest or strongest part of an excellent photo is that area where the photographer focuses the viewer's eye on the arrangement of the picture. Strong lines and shapes keep the eye within the frame of the picture. There is a balance between dark and light sections.

* * * * *

There are many cliches waiting to be photographed. They are, like taxes, inevitable. So, here are a few ideas for making the "must" picture which has been done before look a little different this time around.

Speakers:
1. Catch the speaker before or after the main event. Maybe have him or her and local official chatting.
2. Or pose speaker with a poster or notice about the meeting, looking off-camera with a slight smile.
3. Have a child ask for an autograph.

Presentations:
1. Receiver faces off-camera, holds the award, donor looks over shoulder.
2. If award is shiny, have receiver look into it, angle camera so the face is visible in reflection, and get in for a close shot.

Coming Events: Gather together the people planning the event and --

1. Stand them in a row, all holding a banner announcing the event.
2. Give them paint brushes and display boards -- shoot them preparing posters.
3. Take them to a classroom, playground, or lunchroom to talk to children (if the event is child oriented).
4. Seek unusually high- or low-angle shooting position with planners in a row, circle, or casual grouping.
5. Sit planners around a table with large appropriate object in middle of table. Shoot them touching the object, laughing and talking.

* * * * *

TEN MOST COMMON PHOTOGRAPHIC FAULTS

1. Camera movement. Hold your breath the instant you snap a picture. Squeeze the shutter. Don't jerk it.

2. Busy backgrounds. Be aware of everything behind your main subject. Keep backgrounds as simple as possible.

3. Prints that are too light or too dark. Take exposure reading carefully -- or use the automatic system on the better 35mm cameras.

4. Fog and light streaks on prints and slides. Load and unload your camera in the shade, not in bright sun that can seep into film cartridges.

5. Nervous movies. If shooting motion picture film, handle the camera smoothly without panning too fast or zooming too sharply. Make a movie scene last four of five seconds. Otherwise your viewers will just blink.

6. Empty compositions. This kind of picture has no story to tell. Somebody is standing in a blank space or there are meaningless objects cluttering up the print.

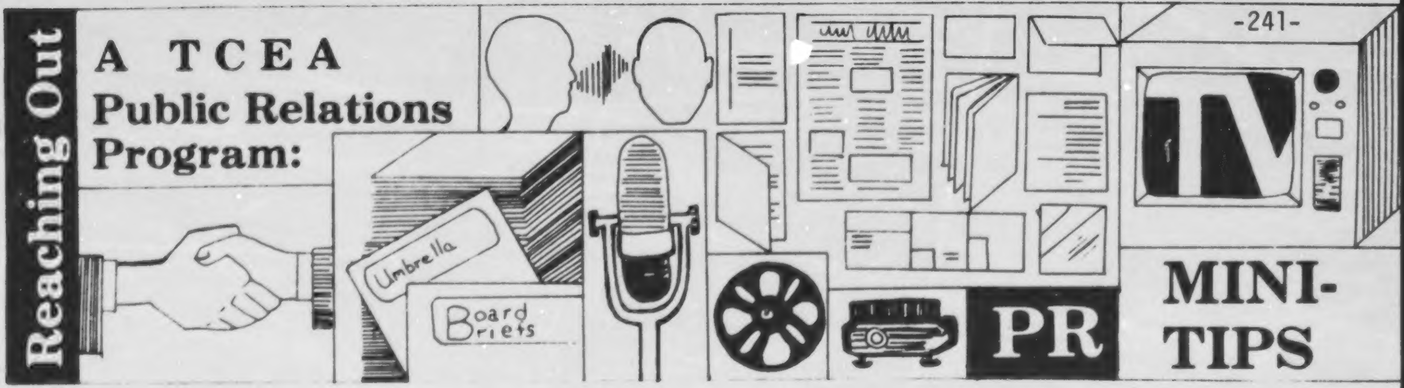
7. Faulty focus. When you shoot in a hurry, it may be difficult to focus accurately. You learn with practice to see sharp focus quickly.

8. Streaked Polaroid prints. You must pull the print from the camera in one consistent movement. Otherwise, the rollers will leave developing marks.

9. Wrong exposure setting on the meter. Each time you change from one film to another, reset the film speed on your camera's meter dial or on the separate meter.

10. Dirty prints or slides. Negatives and slides must be handled carefully by the edges only to keep them free of dust, scratches, and fingerprints.

REMEMBER TO CROP! TRIMMING THE EXCESS OFF THE EDGES CAN OFTEN SAVE A MEDIOCRE PICTURE OR MAKE A GOOD ONE TERRIFIC



Reaching Out

A TCEA Public Relations Program:

PR MINI-TIPS

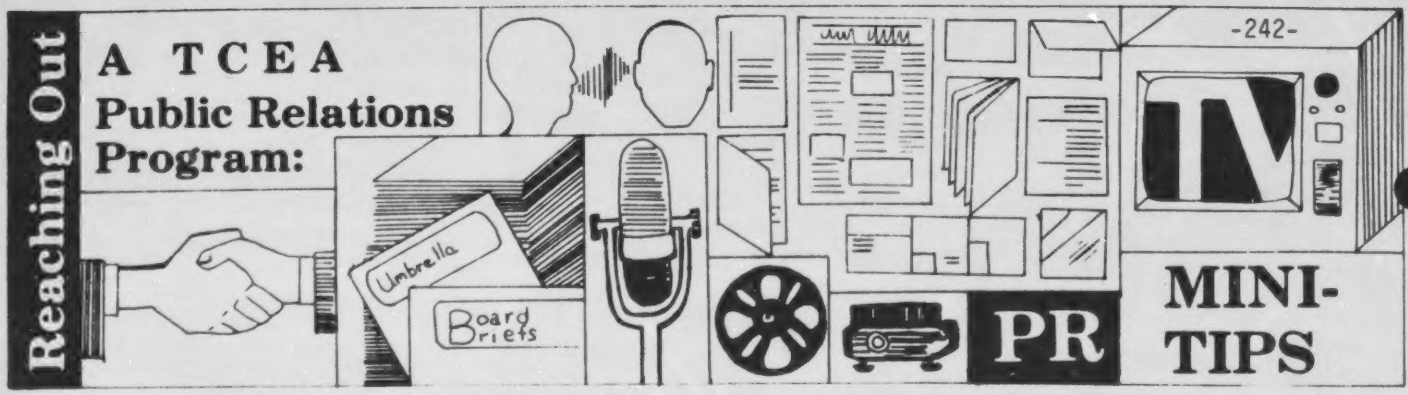
TOPIC: HOW TO MAKE PUBLIC SERVICE ANNOUNCEMENTS (P.S.A.) BETTER

Radio stations broadcast public service announcements daily. The only kind they're ever at a loss for - and openly complain about not receiving - are local PSAs. The air time is there and community education coordinators are missing the boat if they aren't making an attempt to use it.

The following are suggestions to get your PSAs on the air:

1. *Radio has a different style. Gear PSAs to this style - in words, voices and sound.*
2. *Make PSAs interesting, even clever. Use sound background, when possible. Remember that radio is a sound medium. Use humor, when appropriate, but be sure its in good taste.*
3. *Study radio commercials, to find out how some of the "pros" make their message fresh and different.*
4. *Take PSAs to the station(s). (When feasible, avoid using the mail.) There is nothing more important than the personal touch.*
5. *Gear PSAs to audiences of stations. Through experience, select the stations that are fertile ground for your spots.*
6. *Make sure information in your PSA is complete, accurate, and timed exactly. Be sure the name of the contact person goes with your PSA in case the station has a question or wants some point of information.*

One of the best all-round guides to using radio is RADIO: YOUR PUBLICS ARE LISTENING, written for the National School Boards Association by Gary Marx.



Reaching Out

A TCEA Public Relations Program:

PR MINI-TIPS

SUBJECT: HOW TO PLAN A SUCCESSFUL SLIDE PRESENTATION

FROM: *PUBLIC RELATIONS JOURNAL September 1978 by William J. Skumurski, Jr.*

PLAN THE PRESENTATION:

Four key steps

1. Define the objective of the presentation
2. Analyze the audience
3. Collect and organize the content of the presentation
4. Determine areas of responsibility

By answering the following four questions, it will be possible to analyze the problem, establish an objective, and define the strategy of reaching the established goal.

1. What is the objective of the presentation? Is the purpose to inform, inspire or achieve a combination of several of these aims?
2. Who are the audience? What is their background, their prior knowledge of the subject, their degree of interest in the subject?
3. What is the production schedule? When must the script, visuals, and *you* be ready?
4. Who is responsible? Who has responsibility to supply the budget, provide additional data, reserve the meeting room, pick up the visual material, supply the required presentation equipment *before* the presentation begins?

USE A PLANNING BOARD:

Visuals should be shown in the best sequence for easy comprehension and understanding. A production planning board can be used to summarize your decision on which visuals will be used for each point in the presentation. It is the final blueprint for production.

The planning board is a display device, about 3 ft. X 4 ft., that holds a number of 3 X 5 cards in several rows so that a group of cards, each representing a single slide, can be arranged as needed and studied as a complete sequence.

-over-

Each 3 X 5 card should contain pertinent information: a summary of what is bein spoken; a rough sketch of the intended picture; specifications on background color and lettering style. The card could also be numbered for sequence positio The card system allows you to organize, shuffle or even delete ideas. (Detailed instructions for the building of a planning board are contained in the Kodak pamphlet, "Audiovisual Planning Equipment.")

PRODUCE THE VISUALS:

Production involves three major operations:

1. Making original photographs
2. Drawing artwork
3. Converting this material into final slides

You are not expected to take camera and brush in hand to produce a required visual. When this time comes, get the professional advice and assistance of photographic and art personnel. They will help in determining and developing appropriate artwork and final visual aids.

Avoid getting trapped into building a talk around some existing aid. Most errors in selecting material to be used for visuals come from the mistaken assumption that legibility in one form assures legibility in another. Remember, effective visuals are to be simple, direct, easy to read, clear, and emphatic. Therefore, avoid using materials which were not originally intended for visual-aid presentations.

MAKE FINAL CHECKS:

1. Rehearse
2. Time yourself
3. Make sure you know the arrangements
4. Check your visuals
5. Keep visuals out of sight

GET ON WITH THE SHOW:

1. Maintain constant eye contact with your audience so they know you are the center of attraction and that they should return to you as soon as they have looked at the visual.

2. Allow sufficient time for your audience to absorb the contents of the visual before you start talking about it, and avoid looking at it while you are talking. If you have to refer to it, stop talking until you can return your full attention to the audience.

3. Don't stand in front of the visual unless you momentarily wish to gain the complete attention of the audience. In general, just remember to be considerate of your audience.

Proclamation

Alamo
San Jose

Espada
Concepcion
San Juan
Governors Palace

WHEREAS, THE COMMUNITY EDUCATION DEPARTMENTS OF THE EAST CENTRAL, EDGEWOOD, HARLANDALE, NORTHEAST, SAN ANTONIO AND SCHERTZ-CIBOLO SCHOOL DISTRICTS WILL PARTAKE IN A WEEK'S OBSERVANCE OF COMMUNITY EDUCATION WEEK DURING SEPTEMBER 12-18, 1982, AND

WHEREAS, THE COMMUNITY EDUCATION CONCEPT HAD ITS BEGINNINGS IN 1940 WITH INVOLVEMENT OF PROGRAMS AND ACTIVITES, AND IN RECENT YEARS IT HAS GIVEN ITS ATTENTION TO COMMUNITY PROBLEM SOLVING AND IMPROVING THE QUALITY OF COMMUNITY LIFE, AND

WHEREAS, ONE OF [illegible] PRIMARY GOALS OF COMMUNITY EDUCATION IS TO ENCOURAGE THE WIDEST USE OF SCHOOL BUILDINGS FOR ACTIVITIES WHICH PROMOTE LEARNING AMONG YOUNG PEOPLE, ADULTS AND SENIOR CITIZENS,

WHEREAS, EACH COMMUNITY SCHOOL PARTICIPATING HAS AN ADVISORY COUNCIL MADE UP OF PARENTS, NON-PARENTS, LOCAL BUSINESSMEN, SCHOOL STAFF, REPRESENTATIVES OF LOCAL AGENCIES AND STUDENTS WHOSE DUTIES ARE TO ASSESS THE NEEDS AND TAKE ACTION TO IMPROVE THE COMMUNITY,

NOW, THEREFORE, I, HENRY CISNEROS, MAYOR OF THE CITY OF SAN ANTONIO, IN RECOGNITION THEREOF, DO HEREBY PROCLAIM SEPTEMBER 12 - 18, 1982, AS

"COMMUNITY EDUCATION WEEK"

IN SAN ANTONIO, TEXAS, AND I HEREBY CONGRATULATE THE ALAMO AREA COMMUNITY EDUCATION CLUSTER FOR THEIR OUTSTANDING WORK AND IN CELEBRATION OF THEIR TENTH ANNIVERSARY.

IN WITNESS WHEREOF, I HAVE HEREUNTO SET MY HAND AND CAUSED THE SEAL OF THE CITY OF SAN ANTONIO TO BE AFFIXED THIS 9TH DAY OF SEPTEMBER, 1982.

Henry Cisneros

HENRY CISNEROS

MAYOR

PROCLAMATION

WHEREAS There is an increasing public insistence that all levels of government become more responsive to citizen needs and desires; and

WHEREAS There is a limited amount of tax money and other resources, both human and physical, available to meet public demand for facilities, programs, and services; and

WHEREAS Full use of existing public facilities, programs, and services is a desirable community goal; and

WHEREAS Community education philosophy advocates full use of public facilities, programs, and services by every age group in the community; and

WHEREAS Community Education philosophy assumes that when local communities identify their own needs and resources and public agencies work cooperatively, community betterment will result; and

WHEREAS Agency coordination and cooperation improve public service and maximize the use of tax money; and

WHEREAS The involvement of local communities is essential to the development of community education programs; and

WHEREAS An alliance between local communities and the National Community Education Association can assist in the development of community education programs; and

WHEREAS "A Strong Nation Needs Strong Schools" is the theme of American Education Week and "Community Schools are Strong Schools" is the theme of National Community Education Day, and Canyon Independent School District and the City of Canyon support these themes.

NOW, THEREFORE, WE, MAYOR PHILLIP LANGEN OF THE CITY OF CANYON, AND SUPERINTENDENT NORMAN PAYNE, DO HEREBY PROCLAIM November 13 through 21 as Community Education Week, and call upon the people to recognise and participate in this special observance.

INTERAGENCY RELATIONS

The Need to Work Together

A number of factors have combined to bring the issue of interagency cooperation into the forefront of any discussion of human service delivery. Perhaps the most obvious of these factors is inflation. As a result of inflation officials of service agencies are facing a three pronged problem: it is becoming more and more difficult to raise funds, there are an increasing number or agencies competing for a limited amount of money, and operating expenses are going up at an alarming rate. The severity of the situation varies from community to community, however often the communities that have the greatest demand for human service delivery are the ones that are least able to afford these services.

Public tax-supported agencies as well as private non-profit organizations are being forced to reduce their services at a time when many people are in the most serious need of help. At the same time that tax-payer revolts are reducing the budgets of public agencies, a decrease in public giving is limiting the scope of operation of many charitable organizations.

In most communities there is a wide assortment of organizations, associations, governmental agencies, and private agencies that share the common goal of improving the quality of life in their communities. However, because each of these organizations has its own history, structure, target population, funding source, and facility, each agency often operates in isolation from the other agencies in the community. This isolation often results in needless duplication of services, fragmentation, competition, and conflict.

The Role of Community Education in Interagency Relations

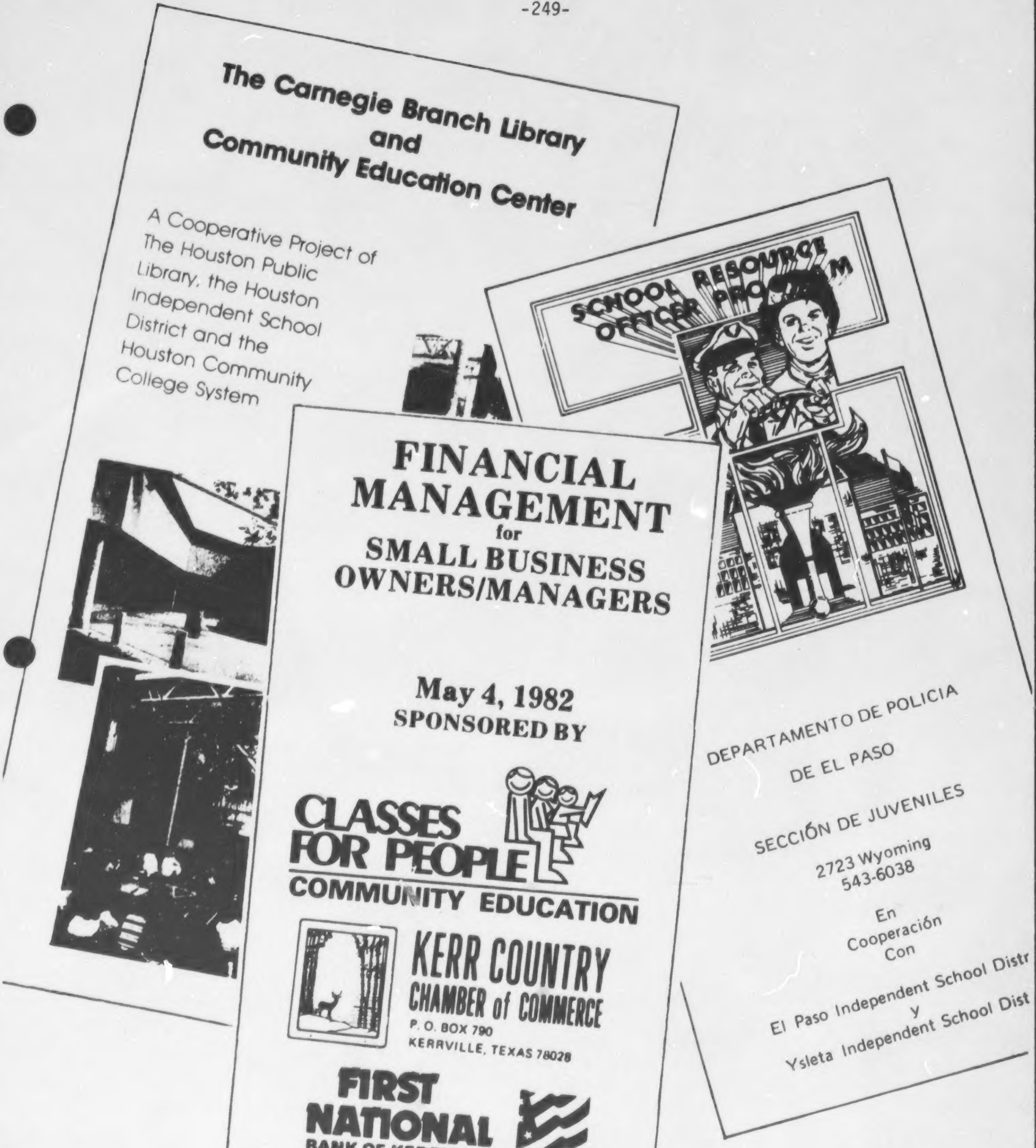
Coordination can no longer mean several agencies coming together to make combined decisions. Coordination must become a process of bringing representatives of all of the service agencies together with representatives of the communities that the agencies are designed to serve. The leadership and expertise needed to mobilize and facilitate this process will not emerge by some magically natural action. People will be needed who can be facilitators and catalysts of this process. For me, these people are community educators. They may be employed by school systems, libraries, recreation departments, hospitals or any one of the dozens of other agencies in the community. Community education is that process that results when the citizens of a community work hand in hand with the service agencies to identify and solve the various problems of the community. Interagency cooperation must be a significant component of this process.

There was a time when community education was thought of as a program of recreational activities for the young people of the community. Later, it was characterized as the combination of recreational, enrichment, and educational programs designed for the total community. Recently, community education has been typified as the process of providing communities with the ability of matching the problem with the resources needed to solve that problem. Community education is now spoken of as the process by which a community can marshal all of its resources, both material and human, to make their collective and individual lives more human. The community education process should not add to the problem of duplication by indiscriminately adding services. Community Education is not one program or the provision of services. It is, instead, a process that facilitates the delivery of services. It is also a process that helps the citizens of a community gain an active part in the decision making process.

The idea that all agencies working together can do a better job of servicng the needs of the people than they could do working alone is the most important assumption underlying interagency cooperation. By combining and coordinating forces, united action takes place and the group potential for service is greater than individual potentials.

The major function of the community educator in this process is to attempt to develop an effective feedback system between the agencies and their constituencies. The community educator must aid the people and the agencies to interact and to discover the mutual benefits of that interaction.

Excerpted From: "Developing Interagency
Cooperation"
By: Robert Shoop



The Carnegie Branch Library and Community Education Center

A Cooperative Project of
The Houston Public
Library, the Houston
Independent School
District and the
Houston Community
College System

SCHOOL RESOURCE OFFICER PROGRAM

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# FINANCIAL MANAGEMENT
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TECHNIQUES FOR INTERAGENCY COOPERATION

A. Marshaling Community Resources

1. Superintendent and School Board endorses the Community Education concept.
2. An Advisory Board or Steering Committee is formed.
3. The Advisory Board then identifies and calls together representatives of all groups, organizations, agencies, etc,. to a formal meeting to assess the resources in the community and to plan coordinated efforts.
4. Each representative is asked to answer the following questions:
    - a. Whom do you serve?
    - b. When do you serve them?
    - c. How do you serve?
    - d. What are your resources?
    - e. How can your group participate?
5. From this information
    - a. A community resource profile is developed.
    - b. Overlapping and duplication are revealed.
    - c. Gaps in service to certain groups are identified.
6. Immediate impact on community groups
    - a. Many clamor to "pull together" in a community education effort.
    - b. Others who may have built their own empires "decide to cooperate."

B. Knowing your Agencies

1. Power systems within a community:

	Sector	Position of Person Frequently Used
a.	News media	Newspaper editor and publishers
b.	Banking and finance	Bank presidents
c.	Businesses	Owners of large businesses
d.	Health	Physicians
e.	Chamber of Commerce	President or Executive Director
f.	Law	Outstanding lawyer in community
g.	Women	Women active in civic affairs
h.	Radio and television	Managers
i.	Recreation department	Director and Board President
j.	Welfare department	Director
k.	Employment agencies	Director
l.	Juvenile courts	Judges
m.	Police department	Chief of Police
n.	PTA	Presidents
o.	Urban renewal	Director
p.	Fire department	Fire Chief
q.	City government	City Managers and Councilmember
r.	Churches	Pastor or Priest
s.	Parochial schools	Principal
t.	Service clubs	President
u.	Character building agencies (YMCA, YWCA, Scouts, etc.)	Directors and Board Chairperson
v.	United Fund	Executive Director
w.	Little League groups	President or coaches

*This list is not complete but lists a multitude of groups that a Community Education Director has access to from day to day.

2. Learning names, addresses, and purposes of various groups is not enough.
3. Particular characteristics of organizations.
    - a. The more differentiated the community, the more grouping will be organized to take care of social, ethnic, religious, and residence needs.
    - b. Organizations tend to develop other organizations. One group organized for an issue may cause the development of a group to oppose the issue.
    - c. Groups that are brought together on a voluntary basis tend to become formalized.
    - d. Non-profit organizations often lose their major purposes and lose their non-profit status.
    - e. The larger the organization, the more people involved and the more difficult it is to get answers or decisions.
    - f. The less formal the group is, the less power it has.
    - g. The more bureaucratic an organization is, the less chance there is for implementation of change. And in those instances where the Community Education Director is confronted with a bureaucratic "brick wall," other resources must be found that will meet the needs of clients to be served.

C. Working with Agencies

1. Communicating is one of the most important jobs that a Community Education Director has.
2. Examples of methods of communication
    - a. Talks to various groups
    - b. Newsletters
    - c. Local media
    - d. Service club membership
    - e. Committee involvement in community projects
3. As new programs are developed, involve various groups in the decision-making process.
4. Banking, finance, and business groups
    - a. Education is good for business.
    - b. The undereducated and underemployed are economic liabilities and represent red ink to a businessperson.
    - c. To know these groups, the director must understand the way they think.
    - d. The director must get out and make contacts. Contacts cannot be made by sitting in a building.
    - e. Develop a systematic program of education for the business community.
5. Character building agencies (YMCA, YWCA, Scouts, etc.)
    - a. All of these agencies fear Community Education competition
    - b. The Community Education Director can do the following to eliminate the fears other agencies have:
        1. Get to know the people in the programs.
        2. State simply, "We intend to cooperate and coordinate and do not intend to take over or compete."
        3. Serve on various boards.
        4. Contribute time and leadership to their programs, if asked.
        5. Advertise their programs with yours.
        6. Encourage them to use school facilities.

        7. Share needs assessment survey results.
        8. Give them credit for providing a valuable service for the community.
        9. Help these agencies to find leadership for their activities.
        10. Encourage others to use the services of these agencies.

6. Churches and parochial schools
    a. Make available when the law allows recreational facilities for youth and adults.
    b. Keep the leadership of these groups informed.
7. Juvenile police department and courts
    a. Plan with them programs needed for youth.
    b. Keep informed on problems that the police see in the various neighborhoods.
    c. Provide them with information concerning problems you have identified in a neighborhood or community.
    d. Bring them into the schools to speak, to work, and to be a member of the education team.
8. Communication media
    a. Cooperate with them in all instances.
    b. Write and type your own news releases in a professional manner.
    c. Call them in plenty of time before something is to happen.
    d. Turn in all releases before deadlines.
    e. Give them credit for their services.
9. Recreation department
    a. The Community School Program can enhance the recreation program by:
        1. Making available school recreational supplies and facilities
        2. Cooperating and coordinating recreational programs
    b. Park - school sites can be developed.
    c. There is a sharing of expenses by schools and city recreation department.
    d. Never duplicate a program unless absolutely necessary.
    e. Plan together new programs.
    f. Allow them to sponsor activities they do well.
    g. Commend them for their activities.
10. Service clubs
    a. Get involved in at least one club.
    b. Visit other clubs and talk about the program.
    c. Ask for their help.
    d. Be prepared to tell them how they can help.
    e. Provide them with suggestions for service projects.
    f. Give them recognition.
    g. Provide them with student programs for their meetings.
11. Department of Human Resources
    a. Get to know the case workers.
    b. Plan educational programs for the people they serve.
        1. Food preparation programs
        2. Clothing repair and alteration programs
        3. Child health programs
        4. Budget planning programs
    c. Refer cases to them through regular channels.
    d. Provide inservice for their personnel.

INTERAGENCY COOPERATION

Common Elements: A Meeting Ground

Shared strategies of community educators and community-based human service personnel.

1. Consumer involvement orientation and people-centered philosophy
2. Small interactive units of developing goals and action
3. Activities undertaken correspond to expressed community needs
4. Emphasis upon human service at the local neighborhood level
5. Developing healthy, self-reliant communities with increased problem-solving capabilities
6. Emphasis upon the development of local community leadership
7. Invovement of both professional and citizen
8. Emphasis upon cooperation rather than competition
9. Emphasis upon interdisciplinary and the interrelationship of community problems
10. The community as a base of operations

Strengths of Community Education

Listed below are some specific strengths of community education which can lend themselves to community-based human support efforts.

1. Strong institutional base of support. Through the use of public schools, community colleges, recreation departments, and a host of other institutions, community educators often have access to a wide variety of facilities that can be shared with community-based human service organizations. The location of community education efforts in local community schools are indeed serving as a viable means for the delivery of other social services. Schools often represent the biggest capital outlay of public funds in urban neighborhoods as well as rural.

2. Facilitative nature of community education. Community education has been described as the "facilitator for others to do their thing." The enabling role of the community educator places a high emphasis upon involving others in a process orientation beyond a specific programmatic focus. Community problem solving and interagency relationship development are two common areas of such a focus. These also clearly relate to the efforts of community-based human service efforts.

3. Uncovering localized and specialized needs. The facilitative nature of community education also includes the identification of community needs. Through community organizing efforts at the neighborhood or elementary school attendance level, further awareness of community needs can be shared among community residents and human service organizations alike. Action plans can likewise be developed to address these needs.

4. Base of community volunteer support. Many community education programs have a wide support base of local community volunteers who teach classes, sit on advisory boards, operate community newsletters, and undertake a wide variety of other responsibilities. Community-based human service organizations could utilize many of these same volunteers or utilize the community education program to recruit new ones for their efforts.

5. Link of local neighborhood efforts to the larger context of community-wide efforts. Community-wide councils are often formed by community educators to address common concerns by the more localized councils. Broad-based development efforts are undertaken which extend well beyond the local neighborhood but impact the area. Again, community-based organizations may wish to link up at this level of organization as well.

6. Interagency cooperative management models. Over the past 10 years, the evolution of community education has paid increasing attention to the development of various interagency management models. Ringers and Parsons have documented a few operational examples. Community-based human service personnel may wish to study these operating interagency relationships to determine their own role within such a consortium.

7. Status quo funding sources. Community educators may often operate under a policy of "one foot in and one foot out" with regard to the status quo. Their one foot in usually means that often they have access to federal, state, and local funds to support various efforts. Community-based organizations may wish to join forces to gain additional funding support or utilize community education as a means to channel funding arrangements.

8. Broadening the perspective of education. The process orientation often associated with community education has also contributed to an operational perspective that views education as very much more than schooling. This has been envisioned in terms of various consortia which can be brought together in an envirement of learning opportunities for people of all ages. Life-long learning, informal learning, and peer teaching are all part of community education efforts. Utilizing the entire educative forces of communities means an extension and broadening of our perspective on education and our perception of indeed who is an educator.

9. Long-range stability in community development efforts. One of the major obstacles to community development is clearly the lack of stable, continuing, comprehensive approaches to community problem solving. Through the use of community schools and other community education agencies, the possibility of longer term developmental efforts exist. Such a base of institutional support is unlike many previous examples of neighborhood development which seem to come and go as fads or emotions arise.

10. The community educator as a source of information. The growth of community education has meant an increase in the number of practitioners who call themselves "community educators" and work in the local neighborhood or community. These individuals work with

neighborhood groups, teachers, social service agencies, and the schools in identifying problems, mobilizing resources, and stimulating community improvement. Community-based human service personnel would be wise to contact these individuals to share information and likewise gain information which may make their own work more productive.

Strengths of Community-Based Human Services

1. Reaching and serving the under-served. Community-based organizations have often begun by serving people who traditionally have not been reached by traditional service agencies. Community educators must also reach out and utilize some of the same people if they truly wish to serve the entire community.

2. Community-based programs and services. The evolution of a variety of community-based noninstitutional programs and services are central to many efforts of the human service personnel. This has meant the development of a host of alternative delivery systems and a move toward equality in professional-lay relationships. These alternative organizational forms are important in challenging existing models of help. If community educators wish to move toward community-based efforts, much can be learned from studying community-based human service organizations.

3. Variety in staffing patterns. Closely related are the alternative forms of staffing patterns which arise in community-based organizations. Experiementation with shared leadership, consensus decisionmaking, job sharing, the use of nonprofessionals, and a host of other operational procedures warrant investigation by community educators. Variety indeed seems to be a key word in how such organizations operate.

4. Networking. Linking people to people through a variety of informal and nonstructured approaches is likewise a strength of many community-based organizations. Natural networks are a means to viable community support systems.

5. Use of advocacy roles. Community-based organizations may often assume an advocacy role unheard of in traditional human service organizations. Indications are that most organizational postures are designed to be reactive rather than proactive. Yet community educators can benefit from observing community-based organizations if they wish to become a force for societal and organizational renewal--perhaps not so much an advocate for a specific change project but rather an advocate for continual renewal and change.

6. Emphasis upon the development of political power. The development of political power among people in the context of their environment and identified needs is gaining wider recognition with community-based human personnel.

7. Alternative community funding. While community educators have often relied upon status quo financial support, community-based organizations have often gone directly to the community for funding. Financial sources can be developed through various models. One such example is the People's Fund in Philadelphia. Community educators need the knowledge of direct community funding which community-based organizations may often possess.

8. Professional-citizen relationships. The relationship between the professional and the citizen has been singled out earlier as a difference between community-based organizations and traditional agencies. Community educators should clearly begin to look at this relationship in light of what can be transferable to their efforts.

9. Beyond the educational framework. Focusing attention upon the efforts of community-based organizations can contribute to a broadening of the community educator's perspective. This means gaining new insight as to how one views communities and problems. Perhaps in a small way this can focus increasing attention to the community of community education.

10. Community-based human service personnel as a source of information. Community educators can likewise utilize the community-based practitioner as a source of information about the community and cooperate in the development of neighborhood projects. In many cases in the past, community educators have simply failed to develop cooperative relationships with human service organizations that extend outside the mainstream of the social service sector.

SUGGESTED COOPERATIVE RELATIONSHIPS BETWEEN COMMUNITY EDUCATION AND ADULT EDUCATION

As Reported From FY 1976 and FY 1977 State Conferences

1. Coordinate promotion (public relations) of a variety of programs.
2. Coordinate registration dates and procedures.
3. Cooperatively fund programs, administrative and support personnel, and publicity.
4. Combine advisory councils when applicable, meet together periodically, and have representatives on each council.
5. Use facilities and materials jointly.
6. Coordinate planning (goals and objectives), assessing needs, and programming.
7. Establish a mutual referral system.
8. Divide responsibilities to avoid duplication.
9. Cooperatively identify adult instructors.
10. Coordinate staff development programs.
11. Community educators can act as facilitators in the delivery of adult programs in the absence of or in cooperation with adult educators.
12. Community educators can assume supervisory responsibilities of adult education activities in the absence of adult educators within the local education agency.
13. Establish task force committees on cooperation.
14. Cooperatively identify agencies and available services within communities.
15. Include community education coordinators as participants on co-op coordinating committees and adult educators on community education advisory councils.

Texas Education Agency
Division of Adult Programs
201 East 11th Street
Austin, Texas 78701

Interagency Working Agreement
between the
Texas Education Agency
and the
Governor's Committee on Aging

The Texas Education Agency, hereinafter referred to as TEA, and the Governor's Committee on Aging, hereinafter referred to as GCA, hereby enter into this agreement to establish a basis for joint working relationships between these two agencies to enhance the delivery of services for the elderly. The intent of this agreement is to provide the impetus and the framework within which the two agencies will develop and maintain an effective, cooperative relationship at the state level.

The two agencies are assigned major responsibility in human service programs and systems in which common issues and goals arise. Therefore, coordination provides a basis for mutual support, facilitates joint planning, contributes to more efficient use of resources, and enhances the exchange of information and data.

I. OBJECTIVES

In developing this agreement, the following objectives are of primary importance:

1. To encourage the utilization of public school facilities in meeting the nutritional and health needs of older adults.
2. To create through public school resources greater opportunities for older adults to participate in educational, recreational, cultural, and other related community services and to utilize their talents in the educational system.
3. To help children and youth at the elementary, secondary, and post-secondary level to understand the process of aging in the life cycle.
4. To promote the concept of lifelong learning through programs addressing the needs of and involving the family as a whole.
5. To utilize and promote the use of public school facilities as community centers through the community education concepts, work with other community and neighborhood institutions, and provide or support educational opportunities and other services to the aged.
6. To establish an interagency committee on services to the aging composed of representatives from both agencies to meet regularly--twice yearly--to identify further areas of common concern and coordinate efforts of each agency in administering the aforementioned objectives.

II. PROCEDURE

A. The committee will be formed by representatives from both agencies, named by their respective directors, and will meet regularly.

B. This committee will submit to its respective agencies reports of all actions taken and programs initiated to carry out the objectives.

The parties mutually agree that this agreement may be amended at any time by mutual agreement by the Commissioner of the TEA and the Executive Director of the GCA. The terms of this agreement will begin with the date hereinafter mentioned and shall remain in effect until terminated by either party upon the giving of written notice to the other agency.

For the faithful performance of this agreement, the parties hereto execute this agreement this __________ day of ___________________, 1979, to continue until terminated by the parties hereto.

TEXAS EDUCATION AGENCY	GOVERNOR'S COMMITTEE ON AGING
BY ________________________________	BY ________________________________
________________________________ TITLE	________________________________ TITLE

Signed by both agencies January 1979.

TRAINING & ASSISTANCE:

A CITY-COMMUNITY COLLEGE JOINT EFFORT

In an attempt to promote more effective city services and to seek greater community involvement, Clackamas Community College and the City of West Linn cooperatively developed a special training and assistance project. The college provided a member of its community development staff to provide on-site assistance to the city on a half-time basis for a period of six months beginning in March, 1982. The community development coordinator assigned to the project had extensive experience and education in the type of human resources development and organizational change that appeared to fit the concerns identified by the city.

Major areas addressed by the project were: 1) assistance to department heads and administration in working together more effectively and 2) training of policy and advisory groups in problem-solving and decision-making skills.

A broad base of support was necessary because the project's goal was to build upon the existing capacities of people and groups to direct their own activities. "Do with, not do for," was the motto. Therefore, it was necessary for key actors to identify where such a project would fit their needs. The assistance was not a one-shot process but evolutionary and was adaptive in nature. The project was responsive to user needs and concerns. In nearly all cases staff, council, and citizens were involved in setting the agenda for training and in contributing the assistance which could be the most effective and useful.

WHAT WAS DONE?

First the project objectives, potential problems and internal logistics were outlined by the community college staff, the local community education director, city administrator and mayor.

Then, city department heads met with the coordinator to discuss the proposed project. The department heads agreed the project could be especially valuable in improving relationships with the community.

Finally, the city council was informed that the community college would place the coordinator half-time at city hall at no cost to the city. It was explained that the coordinator was already training two advisory committees and that this project could be expanded to serve the council itself.

Guided by a philosophy of responsiveness, assistance was provided upon request. The following chronological listing of the activities was sometimes loosely and sometimes tightly related. Some activities were self-contained while others evolved from previous activities.

In each instance, the coordinator was asked to discuss the key topics with all participants before developing a training design, preparing training agenda, and facilitating the session. This process helped ensure that the training was tailored to needs identified by the council and staff.

Two training sessions focused upon the effectiveness of advisory committees.

The Cable TV committee with its initial task completed found itself struggling to identify its central purpose, to gain membership commitment, and to develop leadership. The coordinator was asked to serve as a facilitator to assist the committee to reorganize. Committee members were interviewed and two three-hour work sessions were conducted resulting in a defined purpose, energy and commitment to regular participation, and the assignment of leadership roles.

One work session was held with the traffic safety committee for the purpose of clarifying the committee's charge, establishing leadership and outlining a plan of action. The request for this session came from the assistant city administrator. The commission had been formed by the city after a neighborhood group pressured the city council to change certain traffic patterns in the community. The committee membership included some of the neighborhood residents.

The city council asked the coordinator to lead a discussion of the council regarding its goals, decision-making process, and community relations. This goal setting session caused the council to place a high priority on citizen/community involvement.

Some major issues involving conflict for the council were the firing of the previous city administrator, the removal of the municipal judge from office, a proposal to consolidate neighborhood fire halls, and the approval of a convenience store in the historic district.

From the discussions the council identified the need to organize several team-building work sessions. From these three team-building sessions emerged a five-year program service plan, the establishment of a task force on staff-council relations, and a council goal-setting session.

Between these work sessions the coordinator in consultation with department heads (who staffed advisory committees) facilitated a workshop for advisory council members. A major emphasis of the training was the advantages of utilizing the concepts of group development and leadership to assist advisory committees in becoming more effective.

Three new members of the planning commission who attended the training asked the coordinator to work more intensively with their commission. The planning commission was the second most influential citizens group in city government. Because the older leadership was resigning from the commission and since the commission was faced with adoption of its comprehensive plan, members believed working as a cohesive group would greatly aid their work.

Again, the coordinator discussed their concerns with them; then asked them to rank the most important issues, and finally proposed and implemented three workshops. The training began with the individual needs and interests of members serving on the commission, moved to structured problem-solving and decision-making exercises and finally resulted in the development of a planning commission philosophy statement.

EVALUATION

All of the participants in the training were asked to rate the quality of training, the extent it met their needs, and the extent to which they could apply what they learned. Responses ranged from "above average" to "excellent" and indicated the training and assistance efforts were timely for the city and could be built upon. Future needs identified included the development of a management development program, technical assistance and aid in the implementation of a city-wide community involvement program. College and city staff are currently reviewing the evaluation data.

The lack of specific project objectives sometimes left council and staff unsure of what the project was intended to do, but it also provided the flexibility necessary to allow the participants to define their own needs.

FOR ADDITIONAL INFORMATION

David Dickson
or
Bill Kutz

Clackamas Community College
Community Development
19600 S. Molalla Avenue
Oregon City, Oregon 97045
(503) 657-8400

Publication
11

Produced by:
PROJECT PARTNERSHIP: An interagency project for local government cooperation

Funded by the U.S. Department of Education under Title VIII, of the Elementary and Secondary Education Act of 1965, as amended. (P.L. 95-561), Commu
Schools and Comprehensive Community Education Act of 1978

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or policy of the U.S. Department of Education and no official endorsement by this Department should be inferred

Tech Sheet

JOINT FACILITY USE

Government in Oregon, as well as throughout the U.S., has seen tremendous changes in the past few years. The time of abundance is behind us. The "post industrial society" in which we are living requires us to manage with declining resources. Reductions in staff and restructuring of programs have resulted in corresponding changes in our space requirements. These shifts are causing a critical need for more flexibility in space design.

Joint use of a facility is not always possible but it is worth considering.

Some examples of facility use arrangements include:

- Renting or sub-leasing of agency-owned space to other government agencies/private non-profit agencies or businesses.
- Renting or leasing less expensive space from other government, private non-profit agencies or businesses.
- Consolidating dispersed services.
- Closing satellite service centers.
- Renegotiating existing agreements and leases resulting in decreased payments.

REASONS YOU MIGHT CONSIDER JOINT FACILITY USE

1. To deliver services more efficiently.
2. To avoid unnecessary duplication of facilities, personnel, programs and services.
3. To reduce and share costs of owning and operating the facility, especially common areas such as conference rooms, cafeterias, restrooms, etc.
4. To provide better coordination of services between agencies.
5. To increase the probability of agencies working more harmoniously together (physical integration can lead to functional integration).
6. To locate services closer to the people who need them.
7. To provide a better range of services and to enrich programs.
8. To provide better and more economical maintenance of areas and facilities.
9. To encourage maximum use of areas and facilities by a larger number of people.
10. To use the most flexible and appealing location for activities and events.
11. To show that public agencies work together to serve the community.
12. To focus attention on a single area that is larger, more attractive, and more efficient.
13. To facilitate diverse funding packages.
14. To increase the number of hours facilities are used.
15. To solve other problems such as racial and/or economic integration, community identity, etc.
16. To meet federal and state planning and grant-in-aid funding program requirements.

Produced by Project Partnership, U.S. Dept. of Ed.

SOME COMMON STUMBLING BLOCKS

Time, turf, tradition and trust can cause communication and cooperation difficulties.

Costs are not always lower.

Facility design may not be compatible with all uses.

Functions housed in the facility may not be compatible.

Personality and administrative styles of the agencies may cause conflict.

Parking and other facilities may not be adequate or convenient to all users.

Allocation of the cost of utilities and maintenance may be felt to be unequitable.

Facility supervision may not be adequate.

Conflict may arise over the nature of use (i.e., using public buildings for profit-making activity).

Lack of communication may arise between user groups.

Reluctance of an agency to enter into a binding contract for joint construction, development or use may occur.

SOME WAYS TO OVERCOME THEM

Establish an outside governing group to supervise and facilitate the use of the building.

Work to building cooperation, coordination and trust among the partners.

Hold regular meetings to discuss building functioning and to facilitate a continuous relationship.

Plan jointly: The realities of economics, politics and personalities are a challenge but can be overcome.

Develop formal, written agreements to insure clear lines of understanding and to avoid conflicts.

Make sure uses are compatible.

Change the laws, code requirements and funding mechanisms so that they encourage, rather than restrict joint efforts.

Plan for growth and change.

EXAMPLES

Reynolds School District and the City of Troutdale have a mutual use agreement which allows each to use the other's facilities at low or no cost.

The City of Sutherlin and Douglas County are constructing an airport on property owned by the city. The city will be responsible for maintenance and construction costs will be paid by the county.

Umpqua Community College and Douglas County share a building. The Community College leases instructional space within the County Health Center.

The cities of Hillsboro, Beaverton and Forest Grove and the City of Hillsboro Utilities Commission have formed a joint water commission to operate municipal and industrial water supply, pumping, treatment and transmission facilities.

The City of Astoria and Clatsop Community College share use and operating costs of a former yacht club facility for a community hall and teaching facility.

Information and samples of inter-local government agreements are available through your local government association or:

- Bureau of Governmental
  Research & Service
  Hendricks Hall
  University of Oregon
  Eugene, Oregon 97403
  (503) 686-5232

- Oregon Community Education
  Development Center
  1724 Moss Street
  Eugene, Oregon 97402
  (503) 686-3996

- Oregon Study School
  Council
  Main Library
  College of Education
  University of Oregon
  Eugene, Oregon 97403
  (503) 686-5043

Printed resources available from the Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210, include:

"Surplus School Space -- The Problem and The Possibilities"

"Final Report on a Cooperative National Conference, Interagency Use of Public Facilities, Maximizing Dollars and Space"

"A CEFP Journal Special Report: Cooperative Planning Primer"

Publication
9

Produced by:
PROJECT PARTNERSHIP: An interagency project for local government cooperation

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COMMUNITY EDUCATION

AGENCY COOPERATIVE AGREEMENT

When an Austin Independent School District Community School and an agency share a target population and/or common boundaries, the following philosophy and administrative practices will be followed in order to insure:

1) Promotion of coordination of public resources;
2) Avoidance of costly duplication and overlapping of services; and
3) Institution of formal accountability procedures

Formal coordination procedures will include, but not be limited to, joint hiring of staff; orientation session for all staff involved; outreach and referral procedures; planning and programming; administrative support and fiscal operations.

Agreements will be negotiated between the Project Coordinator for Community Education and the Director of the service agency. Copies of that agreement will be provided to Campus Coordinators affected by the agreement. The agreement will be in effect for a period of one year unless specified otherwise. Agreements resulting in an increased cost to the District will be approved by the appropriate Department Head.

A copy of any agreement entered into will be sent by the Coordinator to the Community Education Administrative Office. A central file of all cooperative agreements will be kept in the Community Education Administrative Office.

Attached is a sample of a cooperative agreement.

All agency agreements involving collection of funding or transfer of funds need to be negotiated in the central office by the Project Coordinator. A copy of the written agreement will be sent to all coordinators.

INTER-AGENCY AGREEMENT
FOR SERVICES

This agreement is entered into on this ____________________ day of ______________________, 19__, between the Community Education Central Office, hereinafter referred to as the Community School, and ___________________, hereinafter referred to as the Contractor.

WHEREAS, It is agreed by the above two parties to be of mutual interest and advantage that the students use the Community School facilities for educational, recreational or social purposes:

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties to this agreement agree as follows:

1. The number and distribution of students will be mutually agreed upon between the Community School and the Contractor.
2. The number of classroom hours will be determined before the start of the program.
3. Representatives of the Community School and the Contractor will meet as necessary to make adjustments in classes, if they should be needed.
4. Students and instructors will be subject to the rules and regulations of the AISD or satellite facility where they study or teach.
5. The Community School shall not be liable on account of injury, sickness or death of any student, personnel, or Instructor using the resources of the Community School under the term of this agreement. Further, the Contractor agrees, only insofar as it is authorized by law to do so, to hold the Community

School harmless from and against any and all liability for involving death or damage to property, that results directly from the use by the Community School or Contractor resources.

(Other Specifics, if any)

This agreement is for the period ______________________________ to ______________________________.

CONTRACTOR APPROVAL	COMMUNITY SCHOOL APPROVAL
______________________________	______________________________
Agency Name	Community School
______________________________	______________________________
By	By
______________________________	______________________________
Title	Title
______________________________	______________________________
Date	Date

An Excerpt From
American Association of Community and Junior Colleges
Endorsement of
Community Education

Community education is an endeavor that deserves the best efforts of publicly-supported community colleges, independent junior colleges, community schools, and other institutions and agencies. These endeavors should be made cooperatively whenever possible so that citizens will receive quality services that are well planned and efficiently organized.

The American Association of Community and Junior Colleges (AACJC) pledges its efforts to work toward such cooperation at the national level with other associations in the community schools, university extension, and adult education fields. And we urge our member institutions to work diligently for such cooperation in their localities. -- From Statement adopted by AACJC Board of Directors, November 13, 1974, and printed in January-February, 1975, issue of Community School Journal.

COMMUNITY SCHOOL-COMMUNITY COLLEGE
POINTS OF DISCUSSION

The Community School is basically:

1. A communication system between the school and the neighborhood around educational needs and community development needs.

2. A neighborhood delivery system for coordinated services based on identified neighborhood problems and resources.

3. A provider of programs for persons of any age in which there is a significant neighborhood need and (1) no existing community agency which can adequately provide the appropriate service, (2) where school district has access to funds which increase benefits to the community, or (3) facility of administration would indicate direct program delivery more efficient.

Possible cooperative efforts might include:

1. Needs assessment on a neighborhood level regarding the community college.

2. Student recruitment on a neighborhood level for community college programs and services.

3. Further decentralization of community college programs to a neighborhood level as sub-stations of community college sectors.

4. Publicity

5. Joint budgeting

6. Facility sharing

7. Joint staffing of the community education task force.

8. Consultation on technical curriculum areas administered by community school.

9. Identification of potential funding sources.

Coordination of Health Services

As community school programs develop health services at school sites, they must be especially sensitive to achieving coordination to avoid contributing to further fragmentation of services.

Coordination first begins in your planning stage by involving representatives of the community and other health agencies and groups in needs assessment and program development.

Potential agencies to be considered as sources of expertise, funds, manpower and services include: university medical, nursing, public health and related programs; hospitals and neighborhood clinics; public health departments; medical and dental societies; voluntary health groups; welfare departments; and visiting nurse services.

Decide upon your appropriate role in cooperation with community members and agencies:

1. Information and referral if adequate services already exist.
2. Providing health services that fill gaps.
3. Providing a broad range of services because they don't exist.
4. Providing health educational services rather than direct care services.

Tips for Coordinating Your Service With Others

1. Make somebody primarily responsible for maintaining and evaluating your coordinating efforts.
2. Establish procedures that will assure an effective referral to another agency. Does the other agency know what you have done and do you get feedback on their action?
3. Make sure you are able to make correct referrals by keeping abreast of other frequently used services. Have you visited them to become familiar with their service?
4. Develop periodic staff meetings or other personal communication with programs you have frequent contact.
5. If your community has a centralized I&R plug into it.
6. Seek ways of collecting client data in a uniform manner with other health agencies serving the same population.
7. Don't forget to coordinate your services with the regular school health program.
8. Effective communication is basic to coordination.

Tips for Inter-Agency Communication

1. Understand how the approach or point of view of different professionals vary.
2. No organization or groups can tolerate very much competing overlap with its objectives and activities. Cooperation usually requires that each of the parties give up something.

3. Good communication largely depends upon a common language that results in similar interpretations by the involved parties.
4. Try to understand and accommodate an agency's private objective of self-preservation and protection of its interest.
5. Where responsibilities are shared, clearly outline each one distinctly to avoid misunderstanding and give full credit where due for joint efforts.
6. Obtain early support for your program from key individuals, community groups and agencies. The success of the program depends as much on this cooperation as on the soundness of the program itself.
7. Using informal interaction over formal interaction settings produces more flexible and responsive exchanges between different agencies.
8. Written agreements between agencies should be spelled out in concrete terms and not loaded with abstract terms.

Resources

For additional information and directories contact:

1. American Lung Association of Texas
   7701 North Lamar Boulevard, Suite 104
   Austin, Texas 78752
   Peggy Boyd, Managing Director

2. Texas Department of Health Resources
   1100 West 49th
   Austin, Texas 78756

City/School Funded Community School Programs

I. Inventory present system of recreation and evaluate philosophy underlying the various programs.

- A. Are recreation programs established on meaningful need to yield productive results?
- B. Does the Recreation Department see itself as a part of the total community leisure and education process?
- C. Are your summer recreational and park programs more than "babysitting" type programs?
- D. Have you had to postpone or delay implementation of additional or different programs due to lack of resources?
- E. What percent of your recreational programs are athletics? Have you widened the scope of your programs to include cultural type programs?
- F. Do you have complete use of other governmental facilities?
- G. What joint programs exist now?

II. Are the following goals something you would like to see in your community?

- A. Citizens actively utilizing your programs.
- B. Citizens actively involved in planning programs for themselves and their community.
- C. Complete and flexible use of all governmental facilities.
- D. More quality programs that benefit smaller population groups.
- E. Citizens showing pride and actively participating in their neighborhood community school program.
- F. Provide neighborhood recreational facilities in existing structures.
- G. Through joint city/school cooperation, provide a base that could yield more efficient utilization of resources and tax dollars.

III. How do we get the city interested and involved?

- A. Direct method.
  1. Stress that any program must be joint and that they will have equal voice.
  2. Analyze attitudes of staff and elected officials. Identify those that seem progressive and concerned with the quality of programs. Through these individuals arrange a joint meeting at which "To Touch A Child" could be shown. Following movie, let the city people speak and lead discussion, possibly talking themselves into support.
  3. If the city shows interest, draft an agreement providing for a community school program with both agencies having equal voice.
- B. Indirect civic organization approach.
  1. A difficult process that requires tact and careful planning.
  2. Develop speakers bureau that will go out and show movie and talk up community support. (Do not mention the city or anticipated resistance.)
  3. After initial contact, call civic leaders together and enlist their support. Ask them to involve more people. Then let them develop approach to the city. Let them make presentation and ask city support.

COMMUNITY EDUCATION
COORDINATION AND COOPERATIVE ARRANGEMENTS
Lockhart Independent School District

INTER-RELATIONSHIP APPROACH

PROGRAM	ACTIVITY	AGENCY-INTER-RELATIONSHIP (Lockhart Comm. Ed. with agency listed)
Manpower Training	Basic-Vocational Skill Training	State Department of Education
Work Incentive	On-the-Job Training	Green Thumb, Inc. U.S. Dept. of Labor
College Extension	Off-campus College Courses	Austin Community College SWTSU
Vocational Education	Vocational Courses	High School Vocational Center
Basic Education	Basic Education	Lockhart ISD
High School Completion	State High School Diploma - GED	Adult Learning Center
Child Development	Preschool Parent Education	Lockhart ISD
Recreation	Sports Activities/ Programs-all age groups	City of Lockhart
ESL (English as a Second Language)	Classes at City Library	City of Lockhart
Citizenship Training	Citizenship Preparation	Adult Learning Center
Counseling	Counseling Services at Community Education Center	Regional Council of Governments
Health Education	Community Education for Pregnant Women	State Classes
Health Education	Health Screening for Elderly	West Texas Health Service
Veterans Education	Adult Classes under GI Bill	Veterans Administration
Elderly Nutrition	Hot Noon Meals	High School Food Service Lab
Community Education Classes	Programs and Activities	All Agencies
Senior Citizens Center	Recreation and Classes	Older Americans Act, Title III, CAPCO
Transportation for Elderly and Handicapped	Mini-bus Available	Urban Mass Transportation Section 16(b)2 Texas Department of Highways
Defensive Driving	Classes	Educational Service Center, Region XIII, Texas Education Agency

SAMPLE
COMMUNITY EDUCATION AND AGENCY
COOPERATIVE AGREEMENT

This cooperative agreement is entered into this ______________ day of ______________, 197__, by and between the Community Education Office hereinafter referred to as the Community School and ______________________________ hereinafter referred to as the ______________. The purpose of this agreement is to ensure coordination of effort between the above two agencies and to reduce duplication of services.

Community Education is a management and delivery system for programs and activities which promote community and individual development. In Austin, this concept is delivered through the use of Community Schools.

The Community School Program means a program which will contain where applicable all the following components: involvement of residents in decision making through the organization of advisory councils, survey the needs of the community, and facilitating the provision of vocational, academic, recreational, avocational, cultural and social services programs for pre-schoolers through senior citizens.

In the pursuit of a management and delivery system, the Community School Program with the assistance of residents, will provide: (1) systematic needs assessment, (2) coordination and supervision of facility use by community agencies and civic groups, (3) neighborhood development activities, (4) provision of optional programs supportive to the K-12 program, and (5) provision of equal involvement activities for children and adults, regardless of age or income.

Programs are provided by Community Education whenever there is a need which has not been met with community resources. As a delivery system, a Community School can serve as a satellite service center.

______________________________ Agency will provide:

The implementation of this Cooperative Agreement between the Community School and the ______________________________ Agency shall result in a more effective and expanded method of providing services to persons in the area. This agreement and the ensuing exchange of services is to be provided in accordance with A.I.S.D. and City of Austin policies and procedures.

The liaisons for the joint agreement shall be ______________________________ from year to year unless terminated by either party upon giving 60 days written advance notice to the other party.

Agency Approval	**Community Education Approval**
______________________________	______________________________
Agency Name	Community School
______________________________	______________________________
By	By
______________________________	______________________________
Title	Title
______________________________	______________________________
Date	Date

Tech Sheet

INFORMATION AND REFERRAL SERVICE

With social service budgets decreasing and the demand for services increasing, communities are looking for ways to stretch services. Cooperative efforts between agencies can be a partial answer. One good example of cooperative efforts which help build a stronger, more responsive, and more cost effective method for providing services is demonstrated by the information and referral.

WHAT IS AN INFORMATION AND REFERRAL SERVICE?

Information and referral is a service which provides a link or bridge between a person needing help and those resources or services which can meet the need.

The purpose of information and referral is to aid citizens in locating services which will assist them in dealing with their needs in a self-sufficient manner. It should not create dependency. It also provides social service personnel and community planners with the up-to-date information needed to make decisions.

Information and referral may be a composite of services acting as a central clearinghouse for the community providing information relating to economic, social, health, educational and legal resources. It combines social service, counseling skills and technology to assist individuals in accessing the social service system. Information and referral services also give technical assistance to agencies and provide current data about needs and services to planners.

WHAT DOES IT DO?

A comprehensive information and referral service is the eyes and ears for the system of social services that exists in a given area.

INFORMATION & REFERRAL ACTIVITIES INCLUDE:

1. Providing simple information on available services.
2. Interviewing clients, analyzing need or requests and referring to appropriate resources.
3. Actively interceding on behalf of inquirers to insure that services are received.
4. Engaging in program coordination techniques on behalf of inquirers to help obtain services that are presently nonexistent or unavailable through their own efforts.
5. Gathering, compiling, organizing, and updating information on resources and services.
6. Disseminating information in the form of directories of services, special resource lists, and community education materials.
7. Offering training and consultation in information and referral skills for service providers.
8. Providing data on inquirers, service needs and resources to funding bodies and social planners.
9. Coordinating services with other agencies through resource development activities.

WHO PROVIDES INFORMATION AND REFERRAL?

Information and referral services, in Oregon, are run by many different agencies and organizations with funding from federal, state, county, city and United Way.

During the 70's, information and referral began to be built into the functions of many different agencies with each developing a data base in its area of service which meant a great deal of overlap existed.

The first cooperative efforts were generally made by several groups joining together to print a "Directory of Resources and Services" for their area. Although these directories were quickly out of date, the personal relationships, the process, and the commitment to mutual action which developed were vital to the development of more sophisticated "networks" of communication. These communication networks are essential elements in the cooperative planning and shared decision making processes necessary today.

WHAT CHANGES ARE OCCURRING IN SERVICES?

In Oregon today, information and referral services are emerging from a major evolutionary period.

REPORTED CHANGES

1) The type of call received is changing. These calls indicate a need for information on basic material needs, e.g. food, housing and health.

2) Increased frustration, irritation and confusion are expressed by callers about the reduction in resources.

3) As resources disappear, there is an increased emphasis on self-help. Helping the caller locate and develop his or her own resources requires the provision of information on how to tap personal support systems, e.g. neighbors, families, friends, gleaning programs, food, energy, wood co-ops, temporary work and cooperative sharing with others.

4) The role of the traditional social service networks is changing and expanding.

5) Sources of funding are shifting for both the services referred and for the information and referral function itself.

6) Information and referral services in Oregon are developing toward a single coordinated, comprehensive and integrated system in each community (rather than separate ones in each agency) supported by a statewide system.

7) There has been an increased reliance on computerized systems. Virtually all large comprehensive information and referral services are now automated at some level and several statewide services (Texas, Florida) have come into existence in the last five years. The development of a statewide computerized information service for the state of Oregon is presently being discussed.

8) Uniform quality standards are being developed.

Produced by Project Partnership, U.S. Dept. of Ed.

Tech Sheet

INTERAGENCY COUNCILS:

for Program Coordination & Information Sharing

Cooperation is not new to Oregon public service agencies. But it is becoming increasingly important as communities cut services while continuing to seek the highest return from taxpayers' investments. Cooperative efforts can help enhance an agency's public image by reducing costly duplication and by assisting agencies in providing maximum services with limited resources. Cooperative efforts also encourage agencies to examine collectively community goals, services and priorities and then to determine which agency/agencies can best provide the top priority services.

The coordinating council is frequently used to promote cooperative efforts. These councils act as neutral vehicles and commonly focus on increasing communication and establishing interpersonal relationships which are extremely important in cooperative efforts.

COORDINATING COUNCILS CAN HELP:

1. Improve communication on common needs and goals
2. Share experiences, concerns, and resources to improve program effectiveness and to reduce duplication
3. Gain greater input into the decision-making process of the who, what, when, where, how, why (and if) of today's community services
4. Share information for more accurate referrals
5. Share information for better community planning
6. Reach a greater target audience
7. Provide better quality services to more community members
8. Provide services at a lower cost
9. Avoid duplication of facility construction

Most councils are fairly casual in nature, meeting over lunch or at various participating agency facilities to share information about their programs. For groups in the early stages, this information exchange may be their total mission. Most groups quickly see a need for joint efforts and undertake production of joint staff directories, publicity, events, newsletters, etc. Like all groups, they will eventually disband unless some type of task is accomplished.

STEPS FOR SETTING UP A COORDINATING COUNCIL*

1. Define the purpose and basic goals of the coordinating council
2. Determine if there is an existing group which could perform the function.
3. Select agencies, organizations, or individuals for membership. Selecting persons with similar interests, authority levels and job function in their agencies minimizes the effects of stumbling blocks.
4. Identify and select the initial leadership.
5. Determine what resources are needed and where they will be procured.
6. Clarify the role of the coordinating council. Clarify the mission, client population, goals, and services of each agency.
7. Gain support of top management or governing board.
8. Begin with one, short-range, non-threatening, trust-building event such as a brownbag lunch to share agency information, a conference or an interagency directory.
9. Identify gaps in services or programs.
10. Identify potential points of duplication, both necessary and unnecessary.
11. When working with the council, recognize existing agency commitments, realize that mistrust may exist, understand that a hierarchy of values exists, develop an atmosphere in which to deal effectively with conflict and remember that group formation is an evolving process.
12. Select and accomplish tasks (i.e. interagency directory) which are of benefit to all members in carrying out their agency functions.

NOTE: The order of these steps will vary.

AGENCIES, ORGANIZATIONS AND BUSINESSES WORKING WITH AUSTIN COMMUNITY SCHOOLS

The Community Education Program would like to thank the following agencies, organizations and businesses for their cooperation and assistance in providing quality services to the Austin community:

Afro-American Players (3)*
Aid-to-Victims-In-Distress
AISD Transportation Department
American Heart Association (3)
American Red Cross (2)
American Society of Safety Engineers
Ananda Marga
Arthritis Foundation
Asemblea de Dios Church
Assistance League
Associated General Contractors
Association for Minority Participation in the Sciences
Austin Alliance for Smooth Transition
Austin Area Beekeepers Association
Austin Board of Realtors
Austin Center for Battered Women
Austin Chapter of Texas State Certified Public Accountants (5)
Austin Community College
Austin Community Gardens
Austin Community TV
Austin Families, Inc.
Austin Fire Department
Austin Guitar Society
Austin Health Department
Austin Holistic Health Association
Austin Lively Arts
Austin Lyric Theatre Oasis
Austin Natural Science Center
Austin Police Department (3)
Austin Public Health Department
Austin Public Library
Austin Recycling Center
Austin Runners Club
Austin Solar Energy Society
Austin Tenants Council
Austin-Travis County Blood Bank
Austin-Travis County Dental Hygenists
Austin Women's Center
Austin Women's Soccer League
Avon
Bedichek Spanish Club
Big Brothers, Big Sisters of Austin
Blue Birds
Bluebonnet Squaredance Club
Blue Grass Music Pickers
Boy Scouts of America (2)
Brackenridge Volleyball Club
Brownies (3)
Camp Fire Girls
Capitol Area Callers Association
Capitol Bowling Center
Capitol City Dog Training School
Capitol Dog Club
Capitol Solos Square Dance Club
Cardio-Pulmonary Resuscitation Trainers
Center for Community Alternatives
Center for Cultural Resources
Centro Chicano
CETA
Child and Family Service
Chinese Boxing Team
Community Health Volunteers
Concerned Citizens Against Juvenile Crime
Concerned Citizens for the Development of West Austin (CCDWA)
Concordia Neighborhood Association
County Extension Agency
Cub Scouts (6)
Dallas Theatre Center (2)
Delwood Exxon Tigers
Denim Squares
Department of Human Services (City of Austin)
Desert Dance
Dialysis Society
Dillards Department Store
East 1st Neighborhood Center
El Presidente Housing Complex
Emergency Health Volunteers
Environmental Health Volunteers
Expanded Nutrition (2)
Extend-A-Care, Inc. (3)
Extend-A-Care Parents
Face Painters
Fastbreakers Basketball Club
John Felix Dance Studio
4-H
F.S.A.C.S. Bellydance Club
F.S.C.S. Drill Dance Club
First Texas Cavalry
Georgian Acres Neighborhood Association
Gifted and Talented Program
Girl Scouts of America (4)
Givens Recreation Center
Greater South Austin Historians
Green Leaf Nursery
Ham Radio Club
Handy Dan

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*Number of agency, organization or business refers to number of schools utilizing that agency, organization or business.

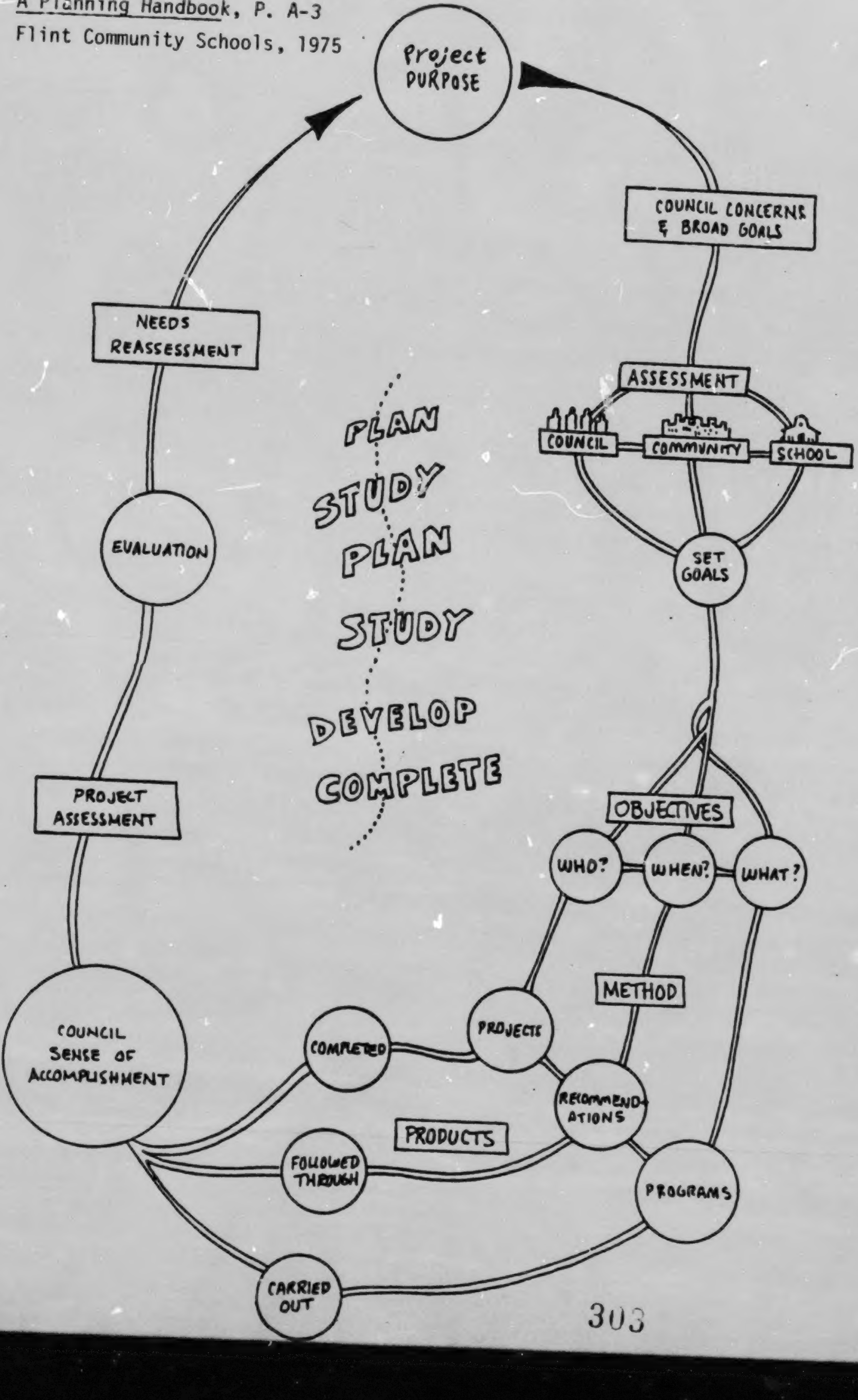
Headmaster
Highland Mall Optimist Soccer League
Huston-Tillotson Family Life Center
I.B.M.
Jazz Band
Jokers Athletic Department
Joseph's Frame It Yourself
Juggler
KHFI - Radio
KIXL - Radio
KLBJ - Radio
KLRN - TV Channel 9
KMXX - Radio
KNOW - Radio
KOKE - Radio
KTBC - TV Channel 7
KTVV - TV Channel 36
KVET - Radio
KVUE TV - Channel 24
Lack's Furniture
La Fuerza
Laguna Gloria Art Museum (6)
Lanier High School Drama Department
League of Women Voters
Little League Baseball
Lockhart Savings & Loan
Manchaca Baseball Association
Mary Kay Cosmetics
Meadow Creek Homemakers Association
Men's Garden Club of Austin
Merrill, Lynch, Pierce, Fenner & Smith
Merry Mixers Square Dance Club
Mexican American Culture Center
MHMR
Middle Earth Drug Abuse Center
Montropolis Recreation Center
Mujeres Artistas Del Suroeste
Natural Science Center (4)
North Austin Civic Association
North Austin Optimist Soccer League
Northeast Kiwanis Club
Oaks Neighborhood Association
Outdoor Nature Program
Pan Am Recreation Center
Parks and Recreation Department
Parent Education Association
Parents of Bedichek Earth Travelers
Parent Teacher Association
Planned Parenthood
Puppet Show Group
Ridgelea Neighborhood Association
River City Tenants Union
Rolando's Hair Design
Rosewood Neighborhood Center
Rosewood-Zaragosa Neighborhood Center
Royal Court Raquet Club
School Community Liaison Program
School for the Blind
Scottish Folk Dance
Senator's T-Ball Team Parents
Senior Aides Program
Senior Citizens Legal Program Department
SER Job Bank
Sierra Club
Society for Prevention of Blindness
Solar Energy Society
South Austin Neighborhood Council
South Austin Neighborhood Youth Bureau
South Austin Optimists Club
Southwestern Educational Lab
Spectrum, Focus on Deaf Artist
SPEDY Manpower
St. Ann Guild, Church of Good Shepard
Stretch 'N Sew
Sweet Adelines
Summer CETA Program
Texas Air Control Board
Texas Department of Health
Texas Education Agency
Texas Employment Commission
Texas Instruments (2)
Texas Merit Council System
Texas National Guard
Texas Sickle Cell Anemia Association
Texas Tradewinds Travel Agency
The Austin American Statesman
The Citizen
The Herald
The Villager
Title VII Program
Town Lake Citizens
Travis County Agricultural Extension Service
Travis County Medical Association
Travis County REACT CB Club
Travis County Veterans Association
U.S. China Peoples Friendship Association
U.S. Coast Guard Auxiliary (2)
U.S Department of Agriculture
U.S. Air Force
U.S. Immigration & Naturalization Service
U.S. Marines Corps
U.T. Astronomy Department
U.T. Office of the Student Attorney
U.T. Mexican-American Library Collection
U.T. Nursing School
U.T Observatory
U.T School of Social Work
U.T. Physical Education Program
University Hills Optimist Soccer League
Veterans of Foreign War
Waddell and Reed, Financial Services
Walnut Creek Optimist Soccer League
Westinghouse
WIN Program
Woody Hills Food Coop
YMCA-YWCA
Zachary Scott Theatre

COMMUNITY SCHOOL PROGRAM INFORMATION

(all ages)

THE ROAD TO SUCCESSFUL PROGRAM PLANNING

A Planning Handbook, P. A-3
Flint Community Schools, 1975


Project PURPOSE
COUNCIL CONCERNS & BROAD GOALS
ASSESSMENT
COUNCIL
COMMUNITY
SCHOOL
SET GOALS
OBJECTIVES
WHO?
WHEN?
WHAT?
METHOD
PROJECTS
RECOMMENDATIONS
PROGRAMS
PRODUCTS
COMPLETED
FOLLOWED THROUGH
CARRIED OUT
COUNCIL SENSE OF ACCOMPLISHMENT
PROJECT ASSESSMENT
EVALUATION
NEEDS REASSESSMENT
PLAN
STUDY
PLAN
STUDY
DEVELOP
COMPLETE

GOALS AND OBJECTIVES

The primary goal of the Austin community school program is to provide the citizens of Austin with a comprehensive community school program which makes maximum use of the human, physical, and financial resources of the total community in order to allow maximum opportunity for individual and community development. Specific program goals and objectives are as follows:

I. GOAL: To provide opportunities in cooperation with existing agencies whereby the educational, vocational, avocational, social, and cultural needs of neighborhood families and residents of all ages and backgrounds may be met on a year-round basis.

OBJECTIVES:

1. To encourage the completion of formal high school education by enrolling one hundred (100) school dropouts in Adult Basic Education or GED courses during the next calendar year.
2. To contribute to the development of job-related skills by providing vocational training to one hundred (100) individuals during the next calendar year.
3. To contribute to the continuation of adult formal education by offering college courses through which fifty (50) individuals will receive academic credit during the next calendar year.
4. To encourage the improvement of children's academic achievement by providing educational enrichment classes or services to two hundred (200) public school students during the next calendar year.
5. To alleviate the language-related problems of non-English-speaking residents by enrolling fifty (50) individuals per year in English As a Second Language courses.
6. To allow the pursuit of individual cultural interests by offering at least three (3) activities involving art, music, drama, or dance per session at each community education center.
7. To contribute to the development or maintenance of physical well-being of citizens of all ages by enrolling one hundred (100) individuals in organized physical recreational activities at each community education center during the next calendar year.
8. To provide opportunities for the development of domestic and home repair or improvement skills by sponsoring at least three (3) home-related programs per center during the next calendar year.

9. To contribute to the improvement of family relations by offering three (3) programs dealing with family issues at each center during next calendar year.

10. To contribute to the continued personal growth and development of residents of all ages through providing educational recreational, cultural, and avocational courses or activities for at least 10,000 class enrollees during the next calendar year.

PROGRAM SERVICES:

1. Classes or other activities will be offered during forty-seven (47) weeks of each year at ten (10) neighborhood community school facilities.

2. The classes and activities offered by each community education center will be determined by the needs and interests of neighborhood residents.

3. Each community education center will offer at least fifty (50) activities per year for each age group: children, youth, and adults.

4. A description of courses and activities and other information pertinent to the community school program will be publicized by each center through the publication and distribution of brochures three (3) times a year.

5. Low-cost child care service will be available as needed to parents attending evening classes and activities.

II. GOAL: To maximize the use of existing resources in providing a comprehensive community school program to the residents of Austin.

OBJECTIVES:

1. To increase taxpayers return on investment in public school buildings by increasing annual facility use from 1,440 hours to 3,003 hours at seven (7) community education centers.

2. To increase public use of public school buildings through making ten (10) public schools available for use by adults as well as children.

3. To make public school buildings more functional to the community by converting ten (10) facilities from single to multi-purpose use.

4. To develop existing neighborhood leadership resources during the next calendar year by recruiting at least fifteen (15) individuals per center to serve as members of community school advisory councils.

5. To expand service delivery capability by soliciting the contribution of two hundred (200) hours of donated volunteer services during the next calendar year.

6. To increase the efficiency and responsiveness of community service delivery by working and coordinating with the approximately twenty-two (22) community service groups or agencies which provide health, education, cultural, recreational, vocational, and social services in community school neighborhoods.

PROGRAM SERVICES:

1. Six (6) community education centers, using the facilities of ten (10) public schools, will offer services to the public for forty-seven (47) weeks each year.

2. Community education centers will be open to the public for at least forty (40) hours per week during forty-seven (47) weeks of each year.

3. The need and opportunity for contributing volunteer services to the community school program will be publicized through the Voluntary Action Center, the tri-annual distribution of program brochures, and the quarterly circulation of a community school newsletter. Individuals expressing an interest in contributing their time and services will be contacted by a community education staff member.

4. Training will be provided to all advisory council members and to all interested volunteers.

III. GOAL:

To foster the development of community cohesiveness, responsiveness, and identity among the residents of Austin neighborhoods so that they might establish a system of mutual support and interest in community issues and problems.

OBJECTIVES:

1. To encourage the development of citizen interest and involvement in community affairs through sponsoring four (4) activities focusing on community issues or problems at each center during the next calendar year.

2. To contribute to the development of social interaction of neighborhood residents by sponsoring at least one social activity per session at each center during the next calendar year.

3. To provide opportunities for resident participation in community decision making by holding regularly scheduled public meetings of all community school advisory councils.

4. To encourage the development of individual communication and problem-solving skills by conducting at least two (2) human skills development activities per center during the next calendar year.

5. To contribute to citizen awareness of issues and problems affecting their neighborhood by publicizing such issues through the quarterly circulation of a community schools newsletter.

PROGRAM SERVICES:

1. During the next year, each community education center will sponsor four (4) community affairs activities which may include but not be limited to the initiation of discussion groups, the organization of workshops and forums, and the invitation of speakers.

2. Advisory councils will be utilized at each community education center as a means of providing neighborhood leadership, citizen access to information and resident participation in community school and neighborhood planning and decision making. The councils will meet in sessions open to the public.

3. Human skills development training will be provided to the members of each community school advisory council.

4. Community school facilities will be available as a meeting place for other neighborhood and community organizations and groups.

5. Each community education center will offer a variety of activities designed to interest and bring together neighborhood residents of all ages and backgrounds.

IV. GOAL: To develop the mutual understanding, cooperation, and involvement between public schools and the community.

OBJECTIVES:

1. To encourage increased public school participation in neighborhood planning and problem solving through the inclusion of two (2) representatives of required school program faculty in the advisory council of each community school.

2. To develop the awareness and understanding of required school faculty and staff toward the community school program and philosophy by jointly sponsoring one (1) community school inservice training session per center during the next calendar year.

3. To support the public school K-12 program by offering two (2) educational enrichment classes or activities per center during the next calendar year.

4. To encourage the development of neighborhood - school communication and involvement by sponsoring, under the joint auspices of the required and optional school program faculty and staff, four (4) activities during the next calendar year.

PROGRAM SERVICES:

1. The principal and one other required school program faculty member will be invited to serve on each community school advisory council.

2. The staff and faculty of each community school will be informed of and invited to attend the regularly scheduled meetings of the community school advisory council.

3. Through the distribution of brochures three (3) times a year, the staff and faculty of the required school program will be informed of and invited to participate in community school activities.

4. Required school program activities, which are open to neighborhood residents, will be publicized in the community school newsletter.

5. Each community education coordinator will meet with the community school principal at least once every two (2) weeks.

6. Supportive K-12 educational services offered at each center will be based on needs identified by required school program faculty.

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

RECRUITMENT OF TEACHERS

1. The building supervisor is responsible to find instructors for community school classes offered on his/her campus.

2. The community education coordinator will assist the building supervisor by supplying names, telephone numbers, and addresses of potential instructors for community school classes.

3. The building supervisor can use the Resource Persons Card File Bank, located at the community education office, to identify community school instructors. The file is classified according to course of instruction.

4. The building supervisor should contact the standing committee chairperson of the community school advisory council to identify potential teachers for community school classes.

5. All teachers should be recruited and hired for semester community school classes two weeks prior to the set date of registration for that semester.

HIRING OF INSTRUCTORS

1. Building supervisors are responsible to personally interview potential community school teachers for their campus.

2. After the building supervisor has determined that the potential teacher is well qualified to teach the class, the building supervisor is responsible to hire the teacher.

3. One week prior to set registration date for semester community school classes, the building supervisor is responsible to call a meeting at 7:00 p.m. on the same day as registration day (Monday, Tuesday, etc.) to orient all hired teachers, both students and adults to registration procedures, care of classrooms, fire drill information, salaries, contracts. During this meeting, all teachers should sign their contract. Contracts will be sent by the building supervisor to the community education office for filing.

   If the hired teacher is absent from this orientation meeting for community school instructors, then it is the responsibility of the building supervisor to contact the absent teacher, and orient him/her individually prior to set date of registration, and have the teacher sign the contract. All contracts should be signed by community school teachers prior to registration date, and all contracts should be on file in the community education office prior to date of registration.

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

RECRUITING STUDENTS FOR CLASSES

1. The building supervisor is responsible to recruit students for community school classes. The following are strategies for securing satisfactory enrollment figures.

   a. Contact principals of school campuses in the neighborhood area of the community school, and ask them to make announcements to their students about registration dates, and classes to be offered.

   b. Obtain a list of teachers' names and telephone numbers of teachers on individual school campuses, and ask them to assist in recruitment of students.

   c. Set up displays in the Sagewood Mall on Saturdays prior to registration dates to alert the community to classes being offered.

   d. Ask community school instructors to make posters about their course and place posters in community grocery or drug stores.

   e. Ask community school instructors to write an article about their course content and value to student. Hand this article to the coordinator for community education for editing. The coordinator will assume responsibility to work with local newspaper and radio stations to publicize community school classes to be offered.

2. The community school instructors should assist in recruiting students for their course as much as possible. It is to the teacher's interest to encourage enough students to enroll in the course so that the course is self-supporting, and so that the instructor can be paid the full $4.50 per hour salary for instruction, rather than 75% of the tuition collected. The community school instructor can assist in recruiting students by assisting the building supervisor in the following strategies:

   a. Make colorful posters advertising the course you teach. Include cost of course, date of registration, day and time of class, etc. Give these to the building supervisor for placement in the community.

   b. Write up information about the course you teach, materials needed for course, objective and purpose of course, benefits derived by the student upon completion of course, etc. Submit this information to building supervisor, who in turn will give it to the coordinator for publicity articles for newspaper and radio.

   c. Call your friends and ask them to contact their friends and encourage them to enroll in the class.

   d. Contact people you know who belong to social clubs or civic clubs in Alice and ask them to make announcements at their club meeting about registration date for enrolling in your course.

Promoting and Recruiting

A. Characteristics of a good recruiter
   1. Know how to advertise
   2. Know who to contact
   3. Know who to hire as a recruiter

B. Know how to recruit
   1. Personal contact - door knocking
   2. Telephoning
   3. Use of Radio
   4. Use of T.V.
   5. Use of Newspaper and Magazines
   6. Handouts
   7. Billboards
   8. Bumper stickers
   9. Window decals
   10. Use of Region Service Centers
   11. Announcements in Churches, Civic Clubs, Schools, PTA meetings, Industry, etc.
   12. Posters
   13. Use of Motion Picture advertisements
   14. University Public Relations Department
   15. Advertising Companies
   16. Store Managers
   17. P. A. Systems
   18. Pencils and pens to advertise
   19. Giant-over-the-street banners
   20. Lapel buttons
   21. Signs on Public Transportation--Buses, Trains, etc.
   22. Hat bands
   23. Table tents for restaurants - napkins
   24. Use of boys and girls clubs such as Boy and Girl Scouts to advertise voluntarily
   25. Develop brochures of your program
   26. Use of films, filmstrips, slide presentations and audio tapes
   27. Use other students to tell their friends
   28. School counselors
   29. Probation Departments
   30. Pastors, ministers, etc.
   31. Juvenile Officers
   32. County and City Judges
   33. Local Sheriff Department
   34. Truant Officers
   35. Local Police
   36. City Mayors
   37. City employees
   38. Telephone pencil holders to advertise
   39. Calendars to advertise
   40. Class rings and Certificates

CE-
8/81

SAMPLE

COMMUNITY EDUCATION INSTRUCTOR APPLICATION

Austin Community Education

DATE OF APPLICATION:__________ SOCIAL SECURITY NO.:__________________

NAME:____
(LAST) (FIRST)

ADDRESS:____ ZIP:______________

HOME PHONE:______________________ WORK PHONE:______________________

LOCATION PREFERENCE: BECKER_____ BROOKE_____ COOK_____ ODOM _______

BEDICHEK_____ ST. ELMO_____ MAPLEWOOD_____ MATHEWS_____ ROSEDALE_____

BRYKER WOODS_____ PEARCE_____ ANDREWS_____ PECAN SPRINGS__________

EDUCATION:____

____

EXPERIENCE RELATED TO SUBJECT AREA:______________________________

____

____

DATES AND TIMES AVAILABLE TO TEACH:______________________________

SUBJECT AREAS:____

____

LIST THREE REFERENCES AND TELEPHONE NUMBERS OF PERSONS FAMILIAR WITH YOUR WORK:______________________________

____

____

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S COMMENTS:

____

____

REFERED TO:	DATE:	HIRED:	SESSION:

Form 006

Allen Independent School District
Community Education
Instructor's Contract

Contract: Made this ____________ Day of ______________________
in the year ____________ __________.

Between: Allen Independent School District Community Education Office
and ____
hereinafter to be referred to as Instructor.

The Instructor and Allen Independent School District Community Education Office agree as set forth below.

1. The instructor agrees to provide all instruction and usual service in the following course: ____.
2. The Instruction to be performed under this contract shall be commenced ______________________ and completed ____________________ for ____________hours/weeks for ____________________ weeks.
3. The Instructor agrees to give reasonable notice to the Community Education Office and his/her students in the event a single class, or the course needs to be cancelled, as a result of unforseen and uncontrollable events.
4. The Instructor agrees to attend Registration on ________________, to enroll students in their course.
   a. The Community Education Office agrees to in return for attending registration, allow the Instructor to enroll in a course, not to exceed $________ dollars, free of charge.
5. The Instructor agrees to comply with the following guidelines, concerning In-service Training.
   a. The Instructor agrees to attend the In-service Training Session on ____.
   b. The Community Education Office agrees to in return for attending the In-service, reimburse the instructor at his/her hourly pay rate times the length of the In-service Training Session.
   c. Failure to attend the In-service, without prior mutual agreement, will be cause for a reduction in the Instructor's final pay. This reduction shall be commensurate with, but shall not exceed the Instructor's hourly pay rate times the length of the In-service Training session.
6. The Instructor agrees to comply with all school policies and directives.
7. The Community Education Office shall make a total payment of $________ dollars to the Instructor, after the completion of the course, and fulfillment of this contract. This total payment figure does not include the reimbursement or reduction for attending or failure to attend the In-service respectively.
8. Failure by the Instructor to fulfill the above contract in whole or in part, without reasonable cause or prior mutual agreement, shall be cause for reduction in pay or immediate termination of the Instructor.

____________________________ ____________________________

Community Education Director
Allen I.S.D.

Instructor

White-Office Copy **Yellow-Instructor's Copy** **Pink-Interim Copy**

Please sign and return white (office) copy

ALLEN ISD COMMUNITY EDUCATION

October 11, 1982

Dear Community Education Instructor:

I am pleased to learn of your agreement to instruct a course for our Community Education program. Based on the knowledge and experience you possess you have been selected to teach a course that is wanted and needed by the community. Offering courses that are wanted and having qualified people, such as yourself, to teach the courses, enables the Allen Independent School District to provide quality education to all people of all ages.

This Spring I Session between 700 and 1000 people are expected to enroll in one of the more than 70 courses offered. The reasons people will enroll will be as varied as the people themselves, but they will all want the same outcome; to learn and benefit from an educational experience.

I am positive that through your efforts, education and learning in the Allen community and surrounding areas will be greatly enhanced.

Sincerely,

John Horn

John Horn, Ed.D
Superintendent

*Sample Orientation

COMMUNITY SCHOOL STAFF IN-SERVICE TRAINING

For Whom?

Teachers, sponsors, custodians, supervisors of activities, secretaries, volunteers and assistants--anyone involved on a weekly basis.

When?

Before each session of classes, e.g., Monday evening for orientation activities with classes starting Tuesday evening.

OUTLINE

I. Philosophy of Community Education

Definition: Community Education is a process of mutual education (people helping people), in which the community becomes a living/learning laboratory and through which participation becomes active, meaningful and democratic.

(Also consultant handout, "Community Education: General Process Model")

II. Who are the participants?

Why do participants come?

Do they all have the same learning styles?

III. Inter-Agency Coordination and Cooperation

Within a community education project, a great deal of open communication and sharing is required to achieve a smooth running project.

IV. Information--Most Important

- Policies--Written
- Procedures--Written

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*Prepared by Dr. Jim Casale, Texas A&M University, Center for Community Education.

Allen Independent School District Community Education

WHAT COMMUNITY EDUCATION EXPECTS OF THE INSTRUCTOR AND WHAT THE INSTRUCTOR SHOULD EXPECT OF COMMUNITY EDUCATION

Information Sheet

I. What Community Education Expects of the Instructor

a. To give a warm welcome to your students each and every night of class.
b. To take attendance at every class meeting.
c. To write the names of all new students on their copy of the class roll
d. To read aloud memos from the Community Education office to the students, when requested.
e. To do your best to provide the students with what they want and need from your course.
f. To inform the Community Education office if you must miss a class and plan on making it up at a later date, or plan on having a capable substitute.
g. To take the pink copy of class roll home.
h. To pass out evaluations or other material when requested.
i. To give the Community Education office proper time and notice when asking for xerox copies of materials.
j. To check for receipts on the first night of class.
k. To dress accordingly.
j. To comply with the school's smoking policy and food and drink policy.
k. To leave the classroom in the order it was found.

II. What the Instructors should expect of Community Education.

a. A suitable facility in which to hold class.
b. Assistance in planning lessons.
c. Assistance in securing outside speakers or presenters.
d. Assistance in procuring needed instructional equipment and materials.
  -books
  -films
  -records
  -transparencies
  -equipment unique to your course
  -etc.
e. Xerox copies of course handouts.
f. Payment for services rendered.
g. Certificates of Completion
h. Assistance in calling students who are not returning to class.

Allen Independent School District
Community Education

Lesson Plan Outline

Guidelines for Planning Lessons for Adults:

1. Goals and Objectives for course must be based on the educational needs of the adult student.

2. Adults progress in their learning at different rates.

3. Start with simple concepts or problems and progress to more difficult ones.

4. Learning objectives must be immediately applicable to the adult's life.

5. When choosing your instructional method, consider:
    A. The type of class you are teaching.
    B. The method that will maximize student involvement and learning.
    C. The learning objectives you are trying to accomplish.
    D. Characteristics of the adults in your class.

Guidelines for Planning Lessons for Youth:

To prevent discipline problems and to enhance what and how much the student is learning:

- Have activities, etc. planned for the entire class period, to keep students involved.
- Plan alternate activities for when one activity fails to work.
- Plan for surprise activities, out of the normal routine to maintain student's interest in course.
- From the first class meeting you must make sure that the students know that you are in charge.
- Change activities every 15 to 20 minutes, depending on your student's age, attention span, and what they are learning.

SAMPLE
COMMUNITY SCHOOL PROGRAM
GENERAL INFORMATION
FOR INSTRUCTORS

I. First Class Meeting

A. Please arrive 30 minutes before class to check out your room and to greet your students as they arrive.

B. Late Registration by Teachers

1. If class is not closed, register the student before class if possible.
2. Ask students to fill out registration forms and receipt their payment.

C. Attendance Form

1. Fill out requested information on top.
2. List names alphabetically.
3. Record phone numbers.
4. Attendance forms will be collected 15 minutes after class begins.
5. Place form on the door to be collected.

D. Discuss General Information with Students

1. BREAKS--One-hour classes may not necessitate a break, but one and a half-hour classes or more may take a 10-minute break at mid-point of class.
2. NO CLASSES
3. DISCONTINUED CLASSES
4. REFUND POLICY
5. YOUR MATERIAL FEE (cost, etc.)

E. Parking

1. MIDDLE SCHOOL--Park in the bus parking lot (south of building) or park in the west parking lot behind the gymnasium and enter the west door.
2. HIGH SCHOOL--Park in the south parking lot--front gates will be locked after first meeting--enter the high school by the second south door.
3. VOCATIONAL SCHOOL--Park in the south lot by the tennis courts--enter the vocational school at the back.

F. Smoking and Refreshment Breaks

1. Smoking and eating are prohibited in all public school classrooms; therefore, provisions will be made for smoking and refreshment breaks.
2. MIDDLE SCHOOL--The smoking area will be between the cafeteria and the gym. The refreshment area will be in the cafeteria unless the cafeteria is reserved.
3. HIGH SCHOOL--The smoking and refreshment areas will be in the cafeteria and in the foyer of the boy's gym, unless these facilities are being used.

4. All instructors are urged to break with your class to get to know your students plus it's good public relations for the Community Education Concept.

H. Fire Exit Information

Many adults are not familiar with the building layout; therefore, an orientation of fire exits should be discussed to eliminate any foreseeable misfortunes. Alternate escape routes should also be discussed.

I. Material Fees

1. Receipt all material fees you collect from your students.
2. Return the receipt book to the director.

II. General Information for Instructors

A. Contracts--must be signed by the second class meeting.

B. Care of Classrooms--Classrooms are used from 8:00 a.m. until 9:00 p.m. Most classrooms for adult education are cleaned before the evening classes meet. As our obligation to custodians during the evening hours, it is important that rooms be left in readiness for early morning classes. All teachers and students are asked to cooperate in seeing that the classrooms and chalkboards are left ready for use the next day. At the close of adult education classes, rooms should be left in good order and normally clean with windows locked and lights out.

Remember: Consideration for the day school teacher takes very little effort.

C. REQUISITION FORMS: These forms are enclosed and should be filled out and given to the director one week prior to the needed date.

D. Return your Teacher Packets in their entirety at the close of the course.

E. The Best Public Relations for the Community School Program and the Community Education Concept is Satisfied and Happy People.

SAMPLE LETTER

Date

TO ___(CITY)___ RESIDENT ADDRESSED:

SUBJECT: Community School Program

It has been brought to my attention that you have a certain skill, talent, or knowledge in ___(subject)___ that you might be willing to share with others through our community school. The community school program is designed to open the schools and other local facilities for use by all the citizens of the community for educational courses and leisure time activities.

I would like very much to discuss your special talent with you and how it could be a part of the ___(fall)___ program. Please call me at ___(number)___ at your earliest convenience.

Sincerely,

___(name)___, Director
Community Education

SAMPLE LETTER

Date

TO COMMUNITY SCHOOL STUDENTS ADDRESSED:

SUBJECT: Lack of Enrollment

We need ___(number)___ more people to have enough for the ___(title of activity)___.

If you know of anyone interested in this activity, encourage them to sign up before ___(date)___.

Your fee will be refunded if the class is canceled. If you are not contacted by mail or phone that the class is canceled, please attend the first class meeting.

Thank you,

___(name)___, Director
Community Education

COMMUNITY SCHOOL
REGISTRATION PROCEDURES

I. Preparation of Curriculum

- A. Prepare list of courses based on needs assessments
- B. Identify and interview instructors
- C. Prepare catalog for printing

II. Preparation for Registration

- A. Prepare registration file folder per class
  - 1. Registration information sheet
  - 2. Registration forms
- B. Prepare instructor packets
  - 1. Contracts
  - 2. General information sheet for instructors
  - 3. School and classroom policies
  - 4. Class rosters
  - 5. Class attendance forms
  - 6. Class and activity planning sheets
  - 7. Student evaluation forms
  - 8. Instructor evaluation forms
  - 9. Registration forms
  - 10. Receipt books
  - 11. Instructor service requisition forms
  - 12. Scheduling of facility forms
- C. Schedule facilities
- D. Prepare publicity

III. Registration Procedures

- A. Mail in registration (one week)
- B. Office registration (one week)
- C. Monitor class registration
  - 1. Promote classes with low enrollment
  - 2. Add additional classes
  - 3. Cancel classes
- D. Special registration policy

IV. Starting Classes
- A. Notify instructor
- B. Discuss instructor's packet
- C. Late registration policy

COMMUNITY SCHOOL
REGISTRATION PROCEDURES

A carefully planned efficient registration may be one of the most important aspects of the community school program. Registration may be a person's first exposure to the community school program; if unorganized, it may be their last. It is for this reason that all stages of registration should be a well organized procedure. Registration stages include preparation of curriculum, preparation for registration, registration, and the starting of classes.

I. Preparation of Curriculum

The first stage of registration is the preparation of the community school curriculum. A tentative course listing should be prepared based on information gathered through surveys. It could be gathered from the following types of surveys: door-to-door, telephone, newspaper, catalog, or from a participant survey.

Once a curriculum has been identified, then paid or volunteer instructors are to be recruited. They may either be certified or non-certified in their subject area. However, they must possess a competent skill in the area they are to instruct. Recruitment of qualified instructors is often difficult and time consuming. Instructors can be recruited from within a local education agency, from civic organizations, from service agencies, from business and industry, or from recommendations made by members of the community.

The potential instructor is notified either by mail or telephone that it has been noted that they have a certain skill, talent, or knowledge in a given area and the community school director would like to discuss this talent with them. An appointment is made and an interview is scheduled. The interview ascertains from the instructor how many class hours and meetings are necessary to cover the subject; when the instructor wants to teach the class; the minimum and maximum amount of students the instructor will take; what age groups they will take in the class; and a brief description of the course (see appendix A). This information not only provides the community school director with data to make a decision for employment but can be used in the preparation of a catalog of course offerings.

In preparing the community school catalog consider the purpose of the publication. The primary purpose is to inform the public of the community school concept and course offerings. The publication can be a direct reflection of the community school program and can be a very effective public relations tool. The publication should contain the following components:

1. General Information
    a. Class length
    b. No classes (holidays, etc.)

  - c. Refund policy
  - d. Tuition and fees
  - e. Scholarship application procedures
  - f. Parking
  - g. Certificates of completion
  - h. Child care
  - i. Discounts
  - j. Registration dates, times, and places
  - k. Philosophy statement
  - l. Community Council goals
  - m. Names of Board of Trustees and Councils
2. Courses and Activities
3. Agency Programs
4. Maps
5. Registration Blanks

II. Preparation for Registration

Preparation for registration can begin during the time the catalog is being printed. A portable registration file would be helpful during registration containing registration information sheets and registration class forms for each class. The progress of registration for each class can then be monitored by a quick glance of the registration sheet (see appendix B).

Instructor packets should be prepared containing the following and discussed with each instructor. (See appendices C-K)

1. Contracts
2. General information sheet for instructors
3. School and classroom policies
4. Class rosters
5. Class attendance forms
6. Class and activity planning sheets
7. Student evaluation forms
8. Instructor evaluation forms
9. Registration forms
10. Receipt books
11. Instructor services requisition forms
12. Scheduling of facility forms

The use of public, private, or school facilities should be scheduled well in advance of the first class meeting. Principals, teachers, and custodians should be consulted when classes are scheduled in school facilities in order to avoid any scheduling or morale problems. Every effort should be made to assure that all classrooms are left in proper order for the next day's regular school program.

Publicizing the community school program is of great importance. Contact with printers, television, radio, and newspaper advertising managers and editors should have been made many weeks before the beginning of the community school term. All advertisement and news releases should be prepared before community school catalogs are mailed. Once they have been mailed, heavy publicity should follow in order to inform the community of such pertinent information as: 1) when catalogs were mailed; 2) when and where registration begins and ends; and 3) what is being offered in the community school program.

III. Registration Procedures

Registration should begin promptly after catalogs are received through the mail. A long waiting period may result in the catalog being discarded. The actual length of registration may vary according to time available. If time allows, two weeks is best.

Mail-in registration:

The first week should be mail-in registration only. The rationale for this is when community residents cannot register in person, they can register by mail, therefore not having an excuse. It is recommended that in person or telephone registration not be allowed during this time. If they are allowed, then possibly the mail-in registration form would not be received before the class filled; therefore, the potential registrant is penalized and bad public relations could result. This could happen with telephone registration because of similar reasons as stated above. It is believed that telephone registration takes up a position in a class that is not backed by any registration fee. If calls do come into the office, encourage potential students to mail in their registration form or come in during in-person registration the next week. Do not be discouraged if mail-in registration is slow because this is not unusual. Also, close mail-in registration at a set date, usually before in-person registration begins.

Upon receipt of registration forms and fees the individual's name should be placed on the registration information sheet. The registration information sheet, registration form, and fee should be placed in the portable registration file. By pulling the folder and viewing the information sheet, the progress of class enrollments can be obtained.

In-person registration:

The next week would be devoted solely to in-person registration at the community school office. Registration times and places should be well advertised. It is during this time that a high percentage of registration takes place.

The registration should be closely monitored. When class registration is below the minimum enrollment for the class, inform the instructor and students and encourage them to recruit. If only a few students are needed, registrants usually know of someone who is interested but failed to register.

When a class reaches a maximum enrollment, the registrant should be given the option of having their name added to a waiting list, changing to another class, or receiving a refund. If registrants are required to make separate checks for each class, refunds can be made promptly. If it becomes obvious a class will not reach the minimum enrollment, cancel the class as soon as possible. Students can be notified of cancelled classes and given the option of changing to other classes or receiving a refund.

Special registration:

Special registrations held in shopping centers or hours other than the regular office hours should be scheduled to reach additional people. I believe no one should have an excuse for not having an opportunity to register. Special registration may not enroll high numbers of students, but at least an effort has been made; and if only a few register, it might make a difference to someone.

IV. Starting Classes

Starting the classes is also an important phase of registration. As the classes meet minimum enrollment numbers, notify the instructors to sign contracts and pick up an instructor packet. The instructors should meet with the community school director as individuals or as a group to discuss the contents of the instructor's packet. An organized beginning of a class with minimal interruptions sets the tone for a good class. If instructors are confident and self-assured, then usually it is reflected in the first class meeting and can be beneficial and very reassuring to the students. That, along with a knowledgeable instructor, usually assures success. Definitely the best public relations is by word of mouth.

Late registration:

Late registration would be allowed only if the instructor agrees to it and if there are openings in the class. The registration can be handled one of two ways. Late registrants can come to the community school office or if that is not possible, then they can register with the instructor immediately before the class begins at the community school. This procedure is not advertised nor is it encouraged. There should be a deadline for late registration.

Conclusion

It is believed that the registration procedures outlined and discussed are more effective than having the major registration take place during the first class meeting. The reasons are as follows:

1. Registration is easily monitored. When classes do or do not receive minimum or maximum enrollments, then there is time to follow special procedures.

a. There is time for adding new sections of classes when classes have reached their maximum enrollment. All classes can begin and end on schedule.

b. There is time to cancel classes and notify instructors and students. Students will have an option to enroll in other classes or receive a refund.

2. There is time for registrants in classes with a below minimum enrollment to recruit additional students. There is time for a decision to be made whether the class will continue because other classes have enrollments beyond their minimum.

Registrants know well in advance that their class will meet and can be prepared for class if materials are needed.

Instructors are not left in classrooms without students.

Potential students are not overwhelmed by first night jitters and confused in new surroundings.

Potential students are not left with an excuse that they missed opening night registration, therefore, did not try to register.

Instructors are not interrupted by those who are late for registration. The instructor can go over general information pertaining to school policies, class objectives, and then begin class instruction.

Students pay for the first class meeting and should receive instruction with the least amount of interruption.

Allen Independent School District

Community Education

– Information for Enrollment Officials –

__When Registering Students:__

1. Check for legible writing. If not, please ask enrollee to fill out another enrollment form.

2. Check each enrollment form for:

   A - Correct course number and title.
   B - Correct section number - if applicable.
   C - Correct tuition fee.

3. To show that the student has been enrolled place your initials after, "Approved By____". Print Legibly! Also place a check mark next to "Enrolled"____.

4. Write or print legibly, the students name and phone number on the course enrollment sheet.

5. Tear off the top copy and file it in your file box.

6. If student maximum has been achieved:

   A - Place a check mark next to "Waiting"____.
   B - Write the students name, phone number and __address__ on the "Waiting" list.
   C - Tear off top copy and file in your file box.
   D - Tell student to hang on to the remaining two copies for a possible later enrollment.

7. Give a supply list when applicable.

8. Give the room and location of the course.

9. Instruct students that if they are finished enrolling, to go directly to cashiers. Courses must be paid in advance.

10. Instruct the students to save their enrollment and receipt forms, they must present these the first night of class.

Allen Independent School District

Community Education

* How to Register *

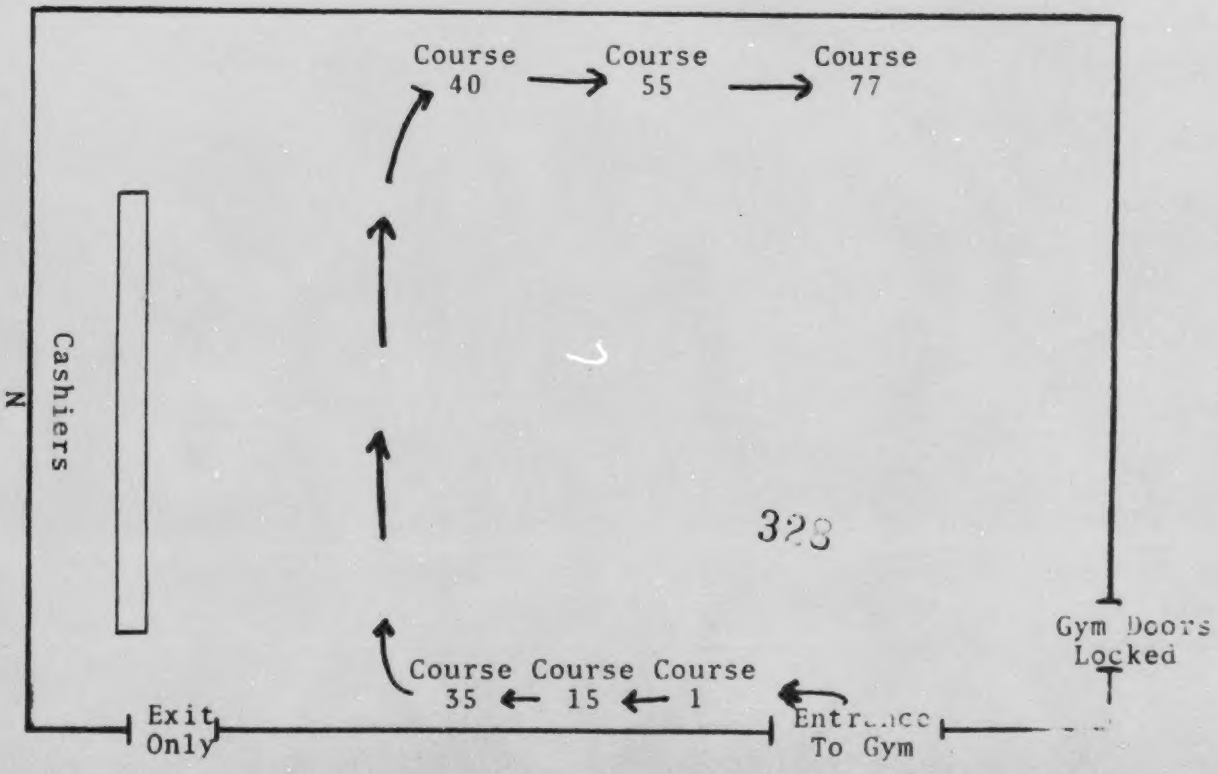
Step I. Pick up and complete an enrollment form at the table marked "Enrollment Forms".

Step II. Go to the gymnasium and take your enrollment form to the table of the course in which you want to enroll.

Step III. Finish enrolling in courses and take remainder of enrollment form to cashiers. Cashiers are located at the north end of the gymnasium. Payment may be made with check, cash, Master Card, Visa or a Community Educaion Credit Certificate. Checks should be made payable to Allen ISD.

Please notice cashiers are separated according to type of payment for faster service. Cashiers are designated as "Check Only", "Cash Only", "Master Card and Visa" and "Open"; "Open" means to a variety of payments.

Step IV. Save your student copy of the enrollment form and your receipt.


Course 40
Course 55
Course 77
N
Cashiers
Gym Doors Locked
Course 35
Course 15
Course 1
Exit Only
Entrance To Gym

ALLEN INDEPENDENT SCHOOL DISTRICT

COMMUNITY EDUCATION ENROLLMENT

Date ____________

NAME ____________ Phone Res. ____________ Bus. ____________

ADDRESS ____________
Street City Zip

COURSE TITLE ____________

COURSE # ____________ SECTION # ____________

TUITION ____________ APPROVED BY ____________

100% Refund will be forwarded to the above address if class does not make. Please allow 6 weeks.

80% Refund to students withdrawing in person at the C.E. office, before the second scheduled class meeting.

C.E. Office 727-6022 or 248-0313 (metro).

White-Original Copy Yellow-Cashier Copy Pink-Student Copy

OFFICE USE ONLY

RECEIPT # ____________

ENROLLED ____________

WAITING ____________

REFUND 80% ____________

100% ____________

REGISTRATION INFORMATION FOR CASHIERS

Step I. Place cardboard under pink copy in receipt book.
Step 2. Receive enrollment form(s) from student.
Step 3. Check to see if student is enrolled or on a waiting list.
Step 4. If enrolled proceed, if on a waiting list, inform student that when and if an additional course is formed, they will be called and will pay at that time.
Step 5. Tabulate total "Cash Paid" tuition for all courses. Please refer to Special Rates at bottom of page.
Step 6. Complete receipt form.
Step 7. Receive payment.
Step 8. When receiving Credit Certificates, write the course and number where applicable. In the "Office Use Only" box, write the amount this credit certificate was used for, up to 21 dollars - to pay for only one course.
Step 9. Write the receipt number in the "Office Use Only" box on the enrollment form.
Step 10. Tear off yellow cashier's copy of enrollment form and file. Give pink student copy back to student.
Step 11. Give white original receipt to student and say "Thank You."

End of Night: Balance Your Receipt Book

a. Cash paid total equals cash and checks received.
b. Credit Certificate total equals Credit Certificates Received.

Special Rates:

a. Senior Citizens with an Allen ISD Activity Card receives a 50 percent discount in tuition.
b. Family Rates - only available to family members enrolling in same course.

1st family member enrolling - regular tuition
2nd " " " - 1/2 "
3rd " " " - 1/2 "
4th " " " - FREE

E.

COMMUNITY EDUCATION
Alice, Texas
Registration and Class Roll Form

Campus | Course Title | Day Class Meets | Hours Class Meets | Date: Mo.-Day-Year

Instructor's Name (Last First) | Address | Telephone

	Last Name	First Name	Under 18	Over 18	Address	Telephone	Cost of Course	Amount Tuition Paid	Withdrew
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									

STUDENT ACTIVITY EVALUATION

Please help us to improve the Community School program by evaluating the class you are participating in:

COURSE TITLE ______________________________ INSTRUCTOR ________________

Place a circle around the answer that best expresses your opinion.

1. Are the facilities suitable for this course? Yes No
2. Does the instructor seem to be prepared and capable? Yes No
3. Is the instructor courteous? Yes No
4. Does the instructor show enthusiasm for the subject? Yes No
5. Are you learning what you wanted to learn? Yes No
6. Is the length of the course: Adequate, Too Long, Too short?
7. Overall rating: Excellent Good Fair Poor

Any suggestions to improve this class? ______________________________

Are there other courses you would like to see offered in the future? (Feel free to suggest instructors, and if possible, their address and phone.) ________________

Any comments about Community School Program? ______________________________

How many previous Community School courses have you taken? ________________

Thank you for your help.
Your signature is not required.

H.

INSTRUCTOR'S PROGRAM EVALUATION

Program ______________________________ Instructor ____________________

Fall ____________ Spring ____________ Summer ____________ Year ________

Beginning enrollment ________________ Ending enrollment ________________

FOR OFFICE USE

PROMOTION: Check type used: Brochure ______ Letters ______ Flyers ______

Newspaper ______ Radio ______ Tabloids ______

QUESTIONS: (React only to those that apply)

1. Please list all persons, instructors, representatives, etc., addresses, and state their relationship to the program. (This will include even custodians, etc., that are not obvious.) We would like to thank them for their help in making this activity a success.

____

____

____

2. Specific program problems, solutions, and suggestions for the next program.

____

____

____

3. Number of program participants you would expect to sign up for the program if run again next semester. Max. number ________.

   Please include your prophecy as to the success of this program if run again next semester.

____

4. Would you like to teach this course or another course next term?

   Yes ________ No ________

5. If yes, what course or courses would you like to teach? ______________

____

____

____

J.

COMMUNITY SCHOOL PROGRAM
INSTRUCTOR SERVICES REQUISITION FORM

Today's Date ______________

Program Title ____

Date Needed ______________________________ Day ______________
(Requisition must be submitted one week in advance of Date Needed.)

Time ______________ Room ______________ Campus ______________

Equipment needed in room:

☐ Tables (#__________)
☐ Chairs (#__________)
☐ Projector (#__________)
☐ Overhead (#__________)

Other arrangements (Be Specific) ____
____
____

Materials to be Prepared: Check Below — Copies

☐ Xerox (For class use) (#__________)
☐ Typed (For class use) (#__________)
☐ Xerox (For registration distribution) (#__________)
☐ Attached copies (For reproduction) (#__________)

Instructor ______________________________
Signature

Director ______________________________
Signature

K.

CAMPUS *WEATHERFORD INDEPENDENT
MEMORANDUM SCHOOL DISTRICT

From:____________________ To:_______________ Date:________________

Re: SCHEDULING OF FACILITIES

I have scheduled the following facilities for the program indicated below:

Program____

Room____

Tuition____

Dates____

Day(s)____

Time(s)____

Please check all information given above to ensure all arrangements are correct.

Remember that it is your responsibility to schedule tables, chairs, projectors, microphones, etc., additional facilities, and necessary typing for the class by filling out a Requisition form and returning it to the Community Education Director.

If arrangements indicated above conflict with previous information you have given on Teacher's Interview, etc. please make appropriate changes on those informational sources immediately.

If for any reason you need to cancel a room that you have already received scheduling confirmation on, please let me know immediately so that we can reschedule the facility.

MEMO

Alice Community School Progra
ALICE INDEPENDENT SCHOOL DISTRI
Excerpts from
Community Education Handbook

FIRE DRILL INFORMATION

1. The Building Supervisor is responsible to orient all Community School instructors with proper exit procedures in case of a fire at the Orientation Meeting one week prior to set date of registration. Check with your campus principal for this information.

2. The Community School Instructor is responsible to orient all students to proper exit procedures in case of fire the first day the class meets.

SMOKING REGULATIONS

1. It will be the Building Supervisor's responsibility to check with the local principal to determine if a place has been designated for smoking. As you know, Senate Bill Number 59 bans smoking in public facilities, unless done in a designated area.

   Community School instructors should be notified as to designated areas, if any, on the local campus at the Orientation Meeting to be held one week prior to set date of registration.

2. It will be the Community School Instructor's responsibility to announce to students (adults, not children) the designated areas available for smoking. If no designated areas are available on campus, please ask the students to either refrain from smoking or go outside on the grounds to smoke. The Instructor may wish to allow a 10 minute break for this activity, if the class hours are exceptionally long. The Instructor should ask students who smoke outside, to be sure to extinguish their cigarette carefully, and place it in one of the receptacles, rather than adding to the ground litter.

CLASS SCHEDULES

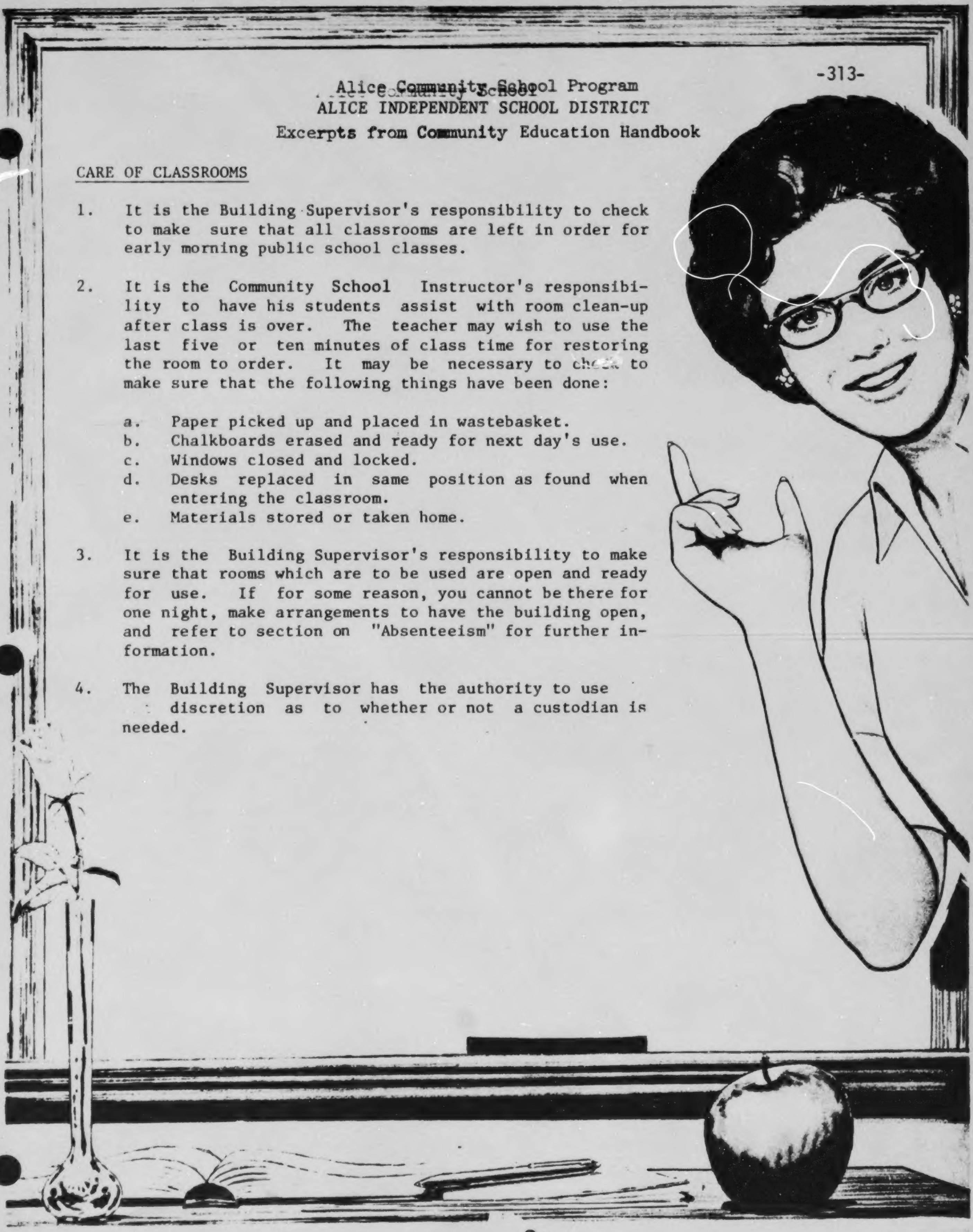
1. The Building Supervisor is in charge of setting class schedules for courses to be offered. He is responsible to coordinate Community School class schedules with the Alice Independent School District approved school calendar.

2. The Building Supervisor is responsible to contact the school principal on his campus to determine school activity dates which might interfere with holding Community School classes.

3. Some scheduled classes may have to be cancelled due to conflicts. Should this problem occur, the Building Supervisor is responsible to notify the Community School Instructor(s) at least one week prior to cancellation. This will allow the instructor time to announce cancellation of class meeting to students, and arrange a make up schedule.

4. The Community School Instructor is responsible to report make up date selection as determined by students to the Building Supervisor.

5. The Building Supervisor is responsible to see that all students have been notified if their class is cancelled.



Alice Community School Program

ALICE INDEPENDENT SCHOOL DISTRICT

Excerpts from Community Education Handbook

CARE OF CLASSROOMS

1. It is the Building Supervisor's responsibility to check to make sure that all classrooms are left in order for early morning public school classes.

2. It is the Community School Instructor's responsibility to have his students assist with room clean-up after class is over. The teacher may wish to use the last five or ten minutes of class time for restoring the room to order. It may be necessary to check to make sure that the following things have been done:

   a. Paper picked up and placed in wastebasket.
   b. Chalkboards erased and ready for next day's use.
   c. Windows closed and locked.
   d. Desks replaced in same position as found when entering the classroom.
   e. Materials stored or taken home.

3. It is the Building Supervisor's responsibility to make sure that rooms which are to be used are open and ready for use. If for some reason, you cannot be there for one night, make arrangements to have the building open, and refer to section on "Absenteeism" for further information.

4. The Building Supervisor has the authority to use discretion as to whether or not a custodian is needed.

Alice Community School Program
ALICE INDEPENDENT SCHOOL DISTRICT
Excerpts from Community Education Handbook

END OF CLASS PROCEDURES

1. The building supervisor should collect the instructor's class roll sheets (registration forms) the night or afternoon the last class meets. No salary check should be paid to the instructor until records have been submitted.

2. It will be the building supervisor's responsibility to make sure that arrangements have been made for checks to be ready for instructors the evening the last class period meets. Arrangements for paying checks to instructors should be made by completing salary form, and turning it in to the community education office at least three weeks before salary is due to be paid.

3. Other items to be turned in to the building supervisor by the community school instructor include the lesson plans for course and the evaluation forms of the course (completed by the student).

   A. Lesson Plans for Course. A form entitled "Community Education Course Content" is available from the community education office. Lesson plans can be attached to this form. Those teachers who have already completed the community school course content form, shall not be required to complete this form, should they continue to teach the same course at another session. However, any teacher who has never completed this form, should be asked to do so. Lesson plans submitted can serve as a useful reference to any community school instructor who has not taught the course previously. The building supervisors have the authority to use their discretion in securing records of lesson plans from community school instructors.

   B. Evaluation of Course. A form entitled "Community Education Course Evaluation" to be completed by students enrolled in any community school course is available at the community education office. It will be the responsibility of the building supervisor to notify the community education office of the number of copies of this form needed for his/her community school three weeks before class sessions are over. Students should complete the form during the last class session. The instructor should turn in these evaluations to the Building Supervisor at the same time other records are submitted.

   All records should be sent by the Building Supervisor to the Community Education Office for analysis and filing.

INFORMATION FOR INSTRUCTORS (Non-school facilities)
WEATHERFORD COMMUNITY EDUCATION - GENERAL INFORMATION

Instructors teaching classes at non-school facilities must assume extra responsibility since such classes are widely dispersed and the Community Education staff cannot spend a great deal of time at each one.

Care of Facilities - We have been granted permission to use the facility as a public service. Please work with the person in charge to assure that our welcome is extended for future use. The facility should be left in at least as good a condition as you found it.

Requisition Forms - should be filled out and taken to the CE office well in advance of the day the materials and/or equipment will be needed.

Packets and Unused Supplies - should be taken to the CE office after completion of the course. Paid instructors should sign the invoice.

The Best Public Relations for Community Education and the Community School Program is to have satisfied and happy participants. Instructors are urged to get to know your students and to make them feel welcome.

FIRST CLASS MEETING

Please arrive 30 minutes early to introduce yourself to building personnel and to greet your students as they arrive.

Late registrants may attend the first class if the class is not already filled. Enrollment forms are included in your packet that can be filled out and mailed or brought by the CE office after class.

Blue Attendance Forms should be filled out completely with names listed alphabetically and phone numbers listed beside the name. Attendance forms will be kept by the instructor until the end of the course. It is suggested that instructors take a personal interest in students and call when they are absent.

DISCUSS WITH STUDENTS

1. Breaks - Classes that meet for more than one hour may take a 10-minute break mid-way through class.

2. Smoking and Refreshments may be subject to regulation in the facility you are using. Please check with the person in charge and obey any restrictions that may be in effect.

3. Classes that meet in school facilities do not meet on school holidays or when schools are closed for inclement weather, but your class may meet at your discretion. Discuss any unusual situations with your students and inform all parties concerned of any schedule changes. In most cases, it would be wise to advise the CE office.

4. Discontinued Classes - All students share an obligation to each other to attend regularly, since courses may be discontinued if attendance drops below an acceptable minimum.

5. Refund Policy - A full refund will be made to each student when a class is cancelled by the CE office. Students withdrawing prior to the second class meeting may receive an 80% refund by applying in person at the CE office.

If you have any questions or problems, feel free to call (594-7458) or come by the Community Education Office.

SAMPLE MEMORANDUMS

TO: Community School Instructors

FROM: Community School Director

DATE: January 1977

SUBJECT: Class Preparation

Your course did reach enough enrollment to begin the week of ____________________.
(DATE)

You will need to do the following:

1. Sign your contract.
2. Pick up your teacher's packet before your first class.
3. Make out your class roll before the first class meeting.
4. Read the instructions in your packet carefully, please.

If you can come by the community school office before ____________________ (DATE), it would be appreciated.

TO: Community School Instructors

FROM: Community School Director

DATE: June 1977

SUBJECT: Final class period

The following items need to be completed:

1. Planning Sheet completed (See Teacher's Packet)
2. Student's Certificates of Completion signed
3. Student evaluation sheets issued and returned
4. Instructor's Evaluation form completed
5. Invoice for pay signed
6. Teacher's packet made ready to turn in.

SAMPLE LETTER

Date

Inside Address

Dear Student:

We are sorry that you missed - (name of activity).

We hope to see you at the next class meeting. If for any reason we are not meeting your needs, please let us know by calling (number) or writing to (address).

If the reason you are not attending is illness, we hope you have a speedy recovery soon.

Thank you for your participation in the Community School Program.

See you in class,

(name), Director
Community Education

SAMPLE MEMORANDUM

TO: Community School Instructors

FROM: Community School Director

DATE: February 1977

SUBJECT: General Information Concerning Community School Program

I am very pleased with the response that was shown during registration. We had _____ courses make, out of _____ and over _____ people of all ages register for your courses. Which proves that _______________ is continually responding to the Community Education concept and the Community School Program. In order to maintain success in the program, we must continue to strive to meet the wants and needs of our citizenry. The response to the classes have been good. People were excited about what they learned from the first class meetings and expressed to me that they really enjoyed class. Let's continue pleasing and many benefits from the Community School Program will be measurable for our community. I thank you for your help during the first week of classes. Many adjustments were made and are still being made so please bear with me through "this period of adjustment."

Please emphasize the following:

1. Students are encouraged to dress causually and comfortable for class.
2. Students are encouraged to smoke, eat and drink in designated areas and not in the halls. (A School Board Policy)
3. Please restate parking areas to be used at both campuses.
4. Make sure attendance is checked and placed on your door at least fifteen minutes after class begins.
5. Police your rooms before leaving. Lights out. Windows shut, etc.
6. Please leave chalk boards like you found them for the day teacher.
7. Late registration ended October 3.

From Comal County ISD

COMMUNITY SCHOOL TEACHERS

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1. Assist in planning community school programs and activities.	Yes	No	1	2	3	4
2. Assist in determining the wants and needs of community residents.	Yes	No	1	2	3	4
3. Assist in identifying resources within the community.	Yes	No	1	2	3	4
4. Assist in planning effective utilization of school facilities for community school programs.	Yes	No	1	2	3	4
5. Participate in orientation sessions about community education for residents.	Yes	No	1	2	3	4
6. Serve as a communication link between your neighborhood and community education.	Yes	No	1	2	3	4
7. Assist in determining goals and objectives for community education.	Yes	No	1	2	3	4
8. Assist in determining effectiveness of the community education project.	Yes	No	1	2	3	4
9. Participate in staff development activities to improve teaching skills.	Yes	No	1	2	3	4
10. Participate in staff development activities to improve leadership skills.	Yes	No	1	2	3	4
11. Serve on the community education advisory committee.	Yes	No	1	2	3	4
12. Act as a referral service for other agencies cooperating with community education.	Yes	No	1	2	3	4

From Comal County ISD

PARTICIPANTS

This survey requests you to respond in two ways:

1) Indicate if you want to be involved in the activity described by circling yes or no.

2) If you checked yes, circle the number which best describes the extent of involvement you wish to have, using the following descriptions:

   1. I want to be informed, but not directly involved
   2. I want to provide input, but not directly involved
   3. I want to be involved in decisions about the activity
   4. I want to be involved in decisions and involved directly in the activity.

1.	Evaluate community school teachers.	Yes	No	1	2	3	4
2.	Identify and recruit community school teachers.	Yes	No	1	2	3	4
3.	Help in determining what classes are offered.	Yes	No	1	2	3	4
4.	Help publicize classes and distribute brochures.	Yes	No	1	2	3	4
5.	Conduct surveys with friends and neighbors.	Yes	No	1	2	3	4
6.	Help in determining special activities, such as seminar topics, etc.	Yes	No	1	2	3	4
7.	Help in evaluating total program.	Yes	No	1	2	3	4
8.	Help identify other agencies and organizations which might want to cooperate.	Yes	No	1	2	3	4
9.	Make recommendations about uses of school facilities.	Yes	No	1	2	3	4
10.	Suggest alternative sites for classes.	Yes	No	1	2	3	4
11.	Evaluate registration procedures and suggest changes for improvement.	Yes	No	1	2	3	4
12.	Make suggestions about course content.	Yes	No	1	2	3	4
13.	Become more personally involved in decisions affecting community education.	Yes	No	1	2	3	4
14.	Assist in setting goals for community education.	Yes	No	1	2	3	4
15.	Assist in determining the future direction of community education.	Yes	No	1	2	3	4
16.	Serve on a community education advisory committee.	Yes	No	1	2	3	4
17.	Assist in reordering room and helping teacher.	Yes	No	1	2	3	4

SAMPLE

Application for free or Reduced Community Education Tuition

Parent or Guardian: If you want free or reduced Tuition for you or your children, fill out this form and return to the Community Education Director.

Course or Program Applying for ____________________

Name ____________________ Address ____________________

Father's Job ____________________ Mother's Job ____________________

Husband's Job ____________________ Wife's Job ____________________

Phone Number ____________________ Date ____________________

Name of adults or children for whom application is made:

1. ______________ 3. ______________ 5. ______________

2. ______________ 4. ______________ 6. ______________

Total number in family ____________________

Number of children (including those listed above) attending school and/or preschool and day-care centers ____________________

Total family income before deduction (including welfare payment, wage of all working members, pensions, social security, and all other income)

Yearly ____________ Monthly ____________ Weekly ____________

Please explain any hardships or unusual expenses which might make you or your children eligible for Community Education Scholarships.

____

____

I hereby certify that all of the above information is true and correct to the best of my information and belief.

____________________ (Date) ____________________ (Signature of adult family member)

____

____

FOR SCHOOL USE ONLY

Approved ____________________ Disapproved ____________________

Free ____________________ Reason ____________________

Reduced Price ____________________ ____________________

Date ____________________ Signed ____________________ (Director)

SAMPLE
NOTIFICATION OF ACTION TAKEN ON APPLICATIONS FOR FREE OR REDUCED TUITION FOR COMMUNITY EDUCATION

Date: ______________________________

Dear: ________________________:

Your application for free or reduced price tuition is:

_______________Approved for free classes in ________________________

____

_______________Approved for reduced tuition at ______per person.

_______________Not approved for reason noted below. You have the right to appeal this decision. Such appeal must be made to (Raymond E. Curtis, Superintendent, 118 North Denton Street, Weatherford, Texas), who will conduct a hearing of the case and make the decision concerning the appeal. We have attached a copy of the proceudure to be followed if you decide to appeal this decision.

Reason(s) for rejection:

_______________1. Income reported on application too high to meet income scale for either free or reduced tuition.

_______________2. Special circumstances do not warrant free or reduced tuitions.

_______________3. No special circumstances reported.

If you have any questions concerning this decision, please let us know.

Sincerely,

____
Director of Community Education

(The original of this letter will be sent to the family, a copy will be filed with the application.)

Community Education Scope of Services*

Selected Examples

Special Council Projects	Safety City for Elementary Youth	College Station School District
	Helping Hand Program	Keller School District
	School/City Park	Weatherford School District
	Volunteer Service for the Community	Burleson School District
	Help Wanted: Summer Jobs for Youth	Allen School District
	School Beautification Project	Alice School District
	First Responders Emergency Service	Fredericksburg School District
	Combatting Drug Abuse	Silsbee School District
K-12/Community School	Parental Involvement to Strengthen Reading Skills of Youth	Sherman School District
	TABS/Contract Reading/Parents	Temple School District
	Gifted Leaders Are Developed	Crandall School District
	Volunteers in Schools	Bay City School District
	Summer School to Enrich	Calhoun County School District
	Truancy: Buddy Program	Becker Community School, Austin School District
	Alternative Schools	Lockhart School District
	Summer Library for Youth	Crowley School District
	After School Tutoring	Colorado School District
	Reading Is Fun	Hitchcock School District
	Physical Education for Credit	Texarkana School District
Services for all Ages	Family Life Education	Burkburnett School District
	College Credit	Eden School District
	Vocational Training for Adults	Daingerfield-Lone Star School District
	Recreation for Fun	**Grapevine-Colleyville School District**
	Academics for Youth and Adults	Killeen School District
	Parenting	**Mission Consolidated School District**
	Teenage Problems	Midlothian School District
	Older Adult Services	Sheldon School District

*This list is not all-inclusive.

ALLEN INDEPENDENT SCHOOL DISTRICT COMMUNITY EDUCATION

Planned Program Results

VISIBLE PROGRAM RESULTS	NON-VISIBLE PROGRAM RESULTS
1. A greater use of school facilities by the community.	1. Parents and non-parents becoming informed about their schools.
2. People learning and acquiring new skills and knowledge.	2. Parents and non-parents becoming interested in their schools.
3. People having fun with family and friends.	3. Parents and non-parents becoming involved in their schools.
4. Increased interaction between school personnel and community residents.	4. A greater sense of solidarity among the residents of the community.
5. People improving their self-concept and growing as individuals.	5. Increased community identification with the schools.
6. People making new acquaintances.	6. Increased community support for the schools.
7. People young and old, from all backgrounds interacting.	7. Increased community involvement with projects and programs leading to over-all community improvement.

Many times the obvious is not the reason for doing something, but is only the means by which a greater goal is to be accomplished.

Programming for Community Education is only the means by which the greater goal of community solidarity can be accomplished.

OLDER ADULTS AND THE COMMUNITY SCHOOL

WAYS IN WHICH SCHOOLS CAN FUNCTION AS FACILITATORS FOR AGENCIES AND SERVICES.

The following may be effectively implemented by community school personnel through cooperative efforts involving other agencies and organizations.

1. Create a crisis center
2. Set up meetings between agency personnel and older adults
3. Use church activities and religious services
4. Develop community services list for older adults
5. Take community school courses to nursing homes
6. Appoint an older adult as full-time director of community school/older adult activities
7. Have meeting of all agencies to compare services and make summaries for older adults
8. Help provide transportation to agencies and services
9. Provide income tax assistance
10. Provide counseling
11. Cooperative extension services
12. Provide a clearinghouse for pamphlets and other materials
13. Young students and adults visit senior citizens homes
14. Decorate nursing homes for birthdays and times other than holidays
15. Conduct a survey to see where older adults are located and what their interests are
16. Provide library on wheels
17. Hold scout meetings in nursing homes
18. Use school groups to entertain
19. Children raise money and decorate nursing homes
20. Take kindergarten children to nursing homes occasionally
21. Have a particular class adopt an older adult
22. Have students do beauty aid work
23. Use students with industrial-vocational skills to help older adults maintain their homes

WAYS IN WHICH SCHOOLS CAN HELP OLDER ADULTS PREPARE FOR RETIREMENT.

1. Compilation and utilization of experiences of other retired citizens
2. Coordinated printed retirement information
3. Create awareness of continued work experiences, part-time jobs
4. Follow-up on older adults who may not have been in any community school programs
5. Provide agency and community services information
6. Help establish cooperative exchange of services that older adults can provide for each other
7. Provide vacation information service
8. Seek free or discounted personal care services, products

9. Provide survey of local recreational facilities
10. Work with local industry on retirement process
11. Produce older adult guidebook on: saving money, vacations, etc.
12. Create a class or meetings where older adults explore writing to form political influence group
13. Offer classes and programs on subject of psychological change implications of retirement
14. Create a single club for older adults
15. Offer hobby-oriented teaching
16. Provide information on utilization of multiple housing
17. Help establish older adult clinic
18. Prepare wife for having husband around home all day and vice versa
19. Establish forums on various aspects of death
20. Offer training in management of financial resources
21. Offer training in food preparation
22. Provide materials and training in "Fashions for Older Adults"
23. Provide information on maintaining good health
24. Get schools (including universities) to waive entrance requirement or standards
25. Find ways to take the school and school activities into the houses of older adults
26. Teach the legal aspects of retirement; use community lawyers
27. Have courses about social security, other retirement programs
28. Prepare list of people with special skills who might act as consultants
29. Educate youth to think long-range, in terms of future retirement
30. Create social interactions with all age groups
31. Create interests in "lifetime" sports
32. Provide assistance in understanding attitudes and behavior of young people

WAYS IN WHICH SCHOOLS CAN ASSIST OLDER ADULTS IN SOCIAL AND RECREATIONAL ACTIVITIES.

1. Organize older adults talent show
2. Run telephone reassurance program
3. Operate social and recreational information center
4. Organize parent sitter services
5. Disseminate money-raising ideas for funding older adult activities
6. Secure use of community buildings (church, etc.) in addition to school buildings
7. Compile scrapbooks
8. Have classes for older adults only
9. Organize day camps for older adults
10. Plan older adult trips
11. Organize neighborhood older adult groups to plan activities
12. Establish annual leadership clinic for older adults

13. Hold card parties
14. Devise special older adult rules for regular sports
15. Secure special rates for older adults use of golf courses, etc.
16. Produce and distribute special news bulletins
17. Provide older adults passes to school activities
18. Provide use of school facilities
19. Provide hot lunch "meal on wheels" program
20. Offer course on great books
21. Help older adults with personal correspondence
22. Get older adults involved in drama
23. Have older adults operate concessions at games
24. Promote regular radio program
25. Help with transportation for trips
26. Provide more enrichment offerings
27. Increase number of student programs for older adult audiences in school or community
28. Promote home visits by older adults to other older adults
29. Create a mobile library
30. Provide an inventory of opportunities and equipment in schools that older adults might use
31. Promote interaction between older adults and youth
32. Provide reading service to people who need it
33. Get older adults involved in planning for community and school recreation programs
34. Compile great recipes
35. Promote more open houses by schools and departments within schools

WAYS IN WHICH SCHOOLS CAN ASSIST OLDER ADULTS TO FUNCTION AS COMMUNITY RESOURCES.

1. Establish an older adults social agency advisory board
2. Involve older adults in Scouting (merit badge counselors, etc.)
3. Assist them to be "parent sitters," chauffeurs, etc.
4. Participate in city planning and commissions
5. Use them as recruiters and aides in adult education, high school completion, etc.
6. Have them establish welcome-wagon services in communities
7. Have them conduct community needs surveys
8. Employ them as volunteers in hospitals and nursing homes
9. Have them on community education advisory councils
10. Facilitate retired skilled tradesmen aid to other older adults
11. Arrange for older adults to do handicraft work with hospital patients
12. Have them run "Dial-a-friend" service, telephone the homebound
13. Use them as sources of transportation when possible
14. Have them as nucleus of garden clubs
15. Use as grocery shoppers for the homebound

16. Involve as 4-H leaders
17. Involve in day-care work
18. Become proposal researchers and writers
19. Involve as part-time teachers, teacher aides
20. Involve as counselors in crisis centers
21. Use them in collecting material, writing school newsletter
22. Have them compile a community resource list for the school system
23. Have them compile a history of the community and keep it current each year
24. Have as school or community museum directors
25. Have them share travel experiences with students
26. Involve some as foster grandparents
27. Have them educate students about forgotten trades
28. Employ them as interpreters and advocates of bond elections
29. Prepare mittens for school children, etc.
30. Use as readers to children and as tutors
31. Involve in library programs
32. Use as teachers of child care skills
33. Use as sources of background information in area projects, activities
34. Use a school crossing guards
35. Employ as ticket takers
36. Involve in administering of community attitudes survey
37. Have students learn home skills in houses of older adults
38. Have them share the history they have experienced with students

How to Develop An Older Adult Program

1. Use census information to determine potential size of group
2. Get input from older adults on their wants and needs
3. Call a planning meeting of local persons who might be involved in program or funding such as mayor and council member, county commissioner, welfare, county nurse of health department, dietitian, transportation, etc.
4. Visit other centers
5. Contact your state aging council
6. Line up local funding for program
7. Hire a staff as early as possible - before program officially opens
8. Use older adult volunteers as activity or program leaders and for hired personnel as much as possible
9. Develop programs to appeal to all age groups and income groups
10. A variety of courses appear to be appealing to older adults
11. Develop center and program on a county-wide basis if in a non-metropolitan area
12. Use satellite centers where necessary
13. Tie program in with Title VII, nutrition program wherever possible
14. Transportation is essential
15. Do not exclude anyone because of inability to pay
16. Slides will be available to demonstrate a model center and the potential of such a program
17. Day activities are much preferred over night activities

How to Develop an ABE Program

Adult Basic Education (ABE) programs were authorized and funded by Congress in 1964 under Title II-B of the Economic Opportunity Act (EOA). In 1966, ABE programs were transferred from EOA to Title III of the Amendments to the Elementary and Secondary Education Act (ESEA). Today, they continue with secondary education programs included, as a part of ESEA under Title VI, Part A, of the Education Amendments of 1974, or Public Law 93-380, as amended.

The purpose of ABE in 1964 was to initiate public school sponsored programs of instruction for individuals who had attained age eighteen and whose inability to read and write the English language constituted impairment to their gaining employment. This still primarily is the purpose of ABE, although the age has dropped to "16 and over" and GED preparation classes are now included. Reading and literacy education classes, however, receive the highest priority.

All the fifty states plus American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands have ABE programs.

To start a class, a public school should contact the Texas Education Agency, c/o the Division of Adult and Continuing Education, 201 East 11th Street, Austin, Texas 78701, Telephone: (512) 475-3891. The Texas Education Agency (TEA) has guidelines which it will provide to interested parties that set forth the procedures to be used by the local school in starting and conducting ABE classes.

Local school district personnel wishing to start a new program should study the Guidelines carefully, discuss them thoroughly with TEA officials, and follow them closely in drafting a proposal to TEA for a new adult education program.

Before drafting a proposal, the local school personnel should follow the Guidelines carefully in developing a needs assessment, a resource inventory, the setting of program priorities, the allocation of resources, and the establishment of evaluation procedures. Included in the Operating Guide are suggestions for establishing a Co-op Coordinating Committee and Local Advisory Committees within the prime sponsor's jurisdiction, and these should be addressed in the proposal.

How to Establish A GED Program

Purpose

The General Educational Development (GED) Program provides a means for determining the educational level of adults who have not completed a formal high school education. A certificate of high school equivalency, not a high school diploma, may be issued to adults who successfully complete the GED examination, verifying that the holder has demonstrated a level of competence on the examination which is equivalent to that of a high school senior. The certificate may be used for job qualification, for admittance to occupational training and college, and for personal reasons.

Test Description

The test has five parts: Correctness and Effectiveness of Expression, Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences, Interpretation of Literary Materials, and General Mathematics Ability. The test questions are multiple choice. There is no time limitation but most examinees take approximately eight hours to complete the test battery.

Eligibility for Testing

The applicant must:

- be a resident of Texas or a member of the armed forces stationed in Texas;
- be at least 17 years of age and officially withdrawn from school for one calendar year (If a 17 year old enters the military service, this requirement is waivered with parental consent but the certificate of high school equivalency will not be issued until one year from the withdrawl date); or
- be at least 18 years and officially withdrawn from school.

Insurance of Certificate of High School Equivalency

To receive a certificate of high school equivalency, the examinee must:

- complete the examination with a minimum standard score of 40 on each part of the test or an average standard score of 45;
- if 17 or 18 years old, be officially withdrawn from school for one calendar year (Although 18 year olds may take the examination upon withdrawing from school, the certificate may not be issued until they have been out of school for one year); and
- request the testing center to report the test scores to the Texas Education Agency.

Cost

Fees for test administration are established by each testing center and range from $5 to $15. There is no charge for issuance of the Certificate of High School Equivalency.

Tips on Establishing the Programs

I. Survey your community to find out if there is a need for these programs. Also check student personnel files for former students who have dropped out.

II. Work closely with your State Department representative in planning and requesting approval of these programs. Get to know these people. They are there to help you make your program successful.

III. Visit other diploma and GED programs now in operation to find out what problems they have encountered and how they have solved them.

IV. Develop an extensive campaign of recruitment and promotion which could include:

  A. Developing a brochure to be distributed to industries, social and civic organizations, churches, other educational programs, local businesses, state welfare and manpower services.

V. Make personal visits to various community organizations, industries and programs which might have use for your program.

VI. Decide what location and facilities you want to use for your program.

  A. Will you use a school facility?

    1. Is it convenient for your student to locate?
    2. Are the interior facilities designed for your type of program?

  B. Have you considered a satellite program? (Satellites in factories, industrial complexes, apartment complexes, churches.)

VII. Recruitment of instructors is an essential part of ensuring that your programs will function successfully.

SAMPLE LETTER

Date

Inside Address

Greetings:

This letter is being sent to inform you that one of your employees, ___(name)___________, is presently enrolled in the Adult Basic Education Program of the _____(name)__________ Public School System.

This educational program is designed to raise the educational level of any person 16 years of age, or older, who is educationally deficient in reading, writing, arithmetic, the speaking of English, citizenship, health practices, and normal adult responsibilities; and as a consequence, equip our students to perform more efficiently as employees and citizens.

I am sure that as an employer, you will want to encourage this person's continued participation in the Adult Basic Education Program. A word of encouragement from you will be sincerely appreciated.

Your cooperation is solicited. If we can be of service to you, please call us at ____(number)______.

Sincerely,

____________________, Director
Community Education

SAMPLE LETTER

Date

Inside Address

Dear _____(name)______:

The _______________(Name of LEA)_______________ was extremely pleased to receive word that you have successfully completed the GED preparation course and passed the GED test.

We would like to congratulate you on your accomplishments and hope that (Name of LEA) _______________ has helped in some small way, knowing that it was your efforts that made this possible. We are continually striving to meet the educational needs of everyone in our community regardless of age, and we are hopeful that you will tell others about the programs that the _______(Name of LEA)_______________ has to offer.

Sincerely,

_______(name)__________
Superintendent

Tested Teaching Techniques for Adults

1. Find out what each learner's interests are in your subject.
2. Involve the learner in setting individual learning goals (objectives).
3. Make sure that the group learning objectives are clear to each adult student.
4. Arrange for everyone to get to know each other.
5. Create a climate where everyone is a learner, and everyone is a teacher.
6. Reward behavior that is functional to the learning process; discourage behavior that is dysfunctional to the learning process.
7. Respect the worth and dignity of each individual.
8. Get to know your students as individuals--how each differs from the other.
9. Encourage students to ask questions when they do not understand.
10. Find ways to take advantage of the experiences of class members.
11. Know your subject matter.
12. Answer questions in terms of the learner's experiences.
13. Help each learner evaluate his or her progress.
14. Use a variety of teaching methods and strategies.
15. You must like people.
16. Treat your students as adults; obtain their respect because of your expertise rather than because of your position or degrees.
17. Do not waste people's time. (Start meetings/programs on time; end on time.)
18. Use materials that use adult subject matter; select learning experiences that are appropriate for adults.
19. Be alert to adults that have difficulties in hearing or seeing.
20. Use humor that will not offend any individual in the group.
21. Meet the social needs of your group (use of the coffee pot before and/or during class period; have a break if class period is long; invite students to bring cookies or refreshments if appropriate; schedule a group activity, etc.)

From Comal County ISD

SENIOR CITIZENS SURVEY
Pre-Retirement
Post-Retirement

Activities and Continuing Education Programs to be offered in the Center.

You may already be aware of, or involved in, the Senior Citizens Center programs and activities. To enable us to better serve your needs and wants, please complete this form and return to the Center. For most courses there will be no charge.

Please check the most convenient times of the day for you to attend activities or courses.

_____ Mid-morning--9:30 a.m. or 10:00 a.m.
_____ Afternoon--2:00 p.m.
_____ Early evening--6:00 p.m. or 6:30 p.m.
_____ Other time: __________

Please check courses or activities you would be interested in taking:

Educational Courses and Personal Improvement

_____ English speaking
_____ English writing
_____ Spanish speaking
_____ Spanish writing
_____ Everyday Math
_____ High School Completion
_____ Metric System
_____ Human Relations
_____ Income Tax Preparation
_____ History, including local
_____ Setting up home business
_____ Science
_____ Astronomy
_____ Book discussion
_____ Religions comparative
_____ Other _______________

Physical Health and Personal Care

_____ Exercise, Men & Women
_____ Home and street safety
_____ Self protection, Men and Women
_____ Other: _________________
_____ Nail, hair, & wig care
_____ Cooking for one
_____ Good Nutrition
_____ When to call the Dr.
_____ Home Health care
_____ Monthly health check

Recreational and Social

_____ Table games (chess, bridge, "42", skat, dominoes, checkers)
_____ Dancing--German, Square, Ballroom
_____ Community Band
_____ Shuffleboard
_____ Swimming
_____ Horseshoes
_____ Trips & outings--where: __________________________
_____ Travelogue
_____ Films
_____ Camping
_____ Hunting
_____ Fishing
_____ Gardening
_____ Motion picture classics
_____ Amateur Acting
_____ Golf
_____ Croquet
_____ Picnics
_____ Group singing
_____ Other: _____________

Home Care and Maintenance

_____ How to make minor home repairs
_____ Auto care and minor repairs
_____ Furniture refinishing
_____ Other: _______________________________
_____ Small appliance repair
_____ Antiques
_____ Upholstery

Arts, Crafts, and Hobbies

_____ China Painting
_____ Pen and ink drawing
_____ Handbuilt pottery
_____ Plastic craft
_____ Candlemaking
_____ Metal work
_____ Leather craft
_____ Woodcarving
_____ Macrame
_____ Ceramics
_____ Other _____________

Handwork

_____ Crocheting
_____ Hairpin lace
_____ Quilting
_____ Knitting
_____ Needlepoint
_____ Sewing classes
_____ Other _____________

Personal and Financial Management

_____ Understanding Social Security and Medicare
_____ How to deal with and manage on a fixed budget
_____ When to consult a lawyer
_____ Wills and Probate
_____ Investments
_____ Other _____________

How many weeks would you like a course to run? Circle one. 1 2 3 4 5 6 7 8 9

How many times per week would you like a course to meet? Circle one. 1 2 3 4

The Senior Citizen Center belongs to all of us. For the Center to operate smoothly, we would like your suggestions and involvement. Please check in which area you could help:

_____ Answer phone
_____ Share skills with others

_____ Serve on a committee to help plan courses and activities to be held at the Center. The Committee would meet every two months or so.

_____ Volunteer work for one of the local school districts or social agencies.

If you check any of the above, please give us your name and phone number:

Name _______________________________ Phone _______________

Do you belong to any Senior Citizen organization? Yes _____ No _____

Would you like to belong to one? Yes _____ No _____

Would you be interested in participating in a Health Fair in the New Braunfels area?
Yes _____ No _____ Would you be willing to help? Yes _____ No _____

We would like your help in improving the Senior Citizen Center. Please rate the Center. Please circle the number you feel applies to the Center. 1--poor; 2--fair; 3--good; 4--very good; 5--excellent.

Activities held at the Center:					
Senior Citizen organizations that meet at the Center:	1	2	3	4	5
Times the Center is open:	1	2	3	4	5
Transportation:	1	2	3	4	5
Refreshment:	1	2	3	4	5
Crafts:	1	2	3	4	5
Other--list	1	2	3	4	5
_______________	1	2	3	4	5
_______________	1	2	3	4	5

What changes would you make in the Center: _______________________________

____

Thank you for completing this questionnaire.

Division of Special Programs
Office of Title VII
South Park Independent School District
Beaumont, Texas

SAMPLE

COMMUNITY EDUCATION YOUTH INPUT SURVEY

The South Park Independent School District is considering developing a community school program after school hours. The program will include mini-courses or limited individual sessions to make students, parents and community members more knowledgeable and informed about specific areas of interest. This questionnaire is designed to determine if you feel that there is a need for this kind of program and if so, what specific courses should be developed. Please indicate your responses after each question.

1. Do you feel that there is a need in your city for a Community School Program? Yes _____ No _____
2. Have your parents indicated an interest in returning to school or taking special courses in specific areas of interest? Yes _____ No _____
3. What special areas do you feel would be of most interest to them? (Please list.)
4. Do you feel that the community would support and attend a Community School Program? Yes _____ No _____
5. Do you feel that your friends would support and attend this program? Yes _____ No _____
6. Indicate areas of interest that you feel your friends would like to learn about. (Please list.)
7. Do you feel that _you_ would be interested in attending special classes after school hours? (example: photography, auto mechanics, arts and crafts, vocational) Yes _____ No _____
8. What kinds of special classes do you feel would be of most interest to you? (Please list your special interests.)

9. Do you feel that it would help you to receive special tutoring in specific areas? (example: mathematics, reading, science)
Yes _____ No _____

10. Indicate the areas in which you feel you would want tutoring assistance. (Please list.)

11. What kinds of cultural activities would be of interest to you? (Please list.)

12. What kinds of organized recreational activities would you like to participate in after school hours? (Please list.)

13. What would you like to learn about industry? (Please list.)

14. What would you like to learn about business? (Please list.)

15. What would you like to learn about government? (Please list.)

16. What neighborhood, school, or community problems (other than educational) do you think have the most urgent need of attention, improvement, or expansion? Please identify and be specific.

AFTER SCHOOL CHILD CARE PROGRAM

For a number of years, various community groups have voiced concern over the lack of dependable after school care for children of working parents. Such care has been largely non-existent or too expensive to be used practically. As a result, many small children have been going, unsupervised, to empty homes after school, they have been left in the inadequate care of their older siblings or they have become victims to many of society's negative influences. These same children might have been given an opportunity for positive and creative after-school activities under caring adult supervision.

During the school year 1974-75, a pilot after school care program was conducted at Stephen F. Austin Elementary School. This pilot was made available by an unique example of intergovernmental cooperation. The Dallas Independent School District, the Parks and Recreation Department, along with Common Concern, a community service and research organization funded by the United States Department of Health, Education, and Welfare were co-sponsors. The results of this program were gratifying and seen, by the sponsoring agencies, as being one way to remedy the need for child care during the late afternoon hours each school day.

The program has been expanded and similar programs are currently in operation at David Crockett School, Julia C. Frazier School, and Maynard H. Jackson School. Approximately 200 children are cared for each school day from 2:00 p.m. until 6:00 p.m.

Replication at other elementary schools will be made when need for a similar program is shown to exist. This handbook has been compiled and pinted to facilitate expansion of the after school childcare program.

PROGRAM OBJECTIVES

The following objectives are considered basic to the success of an after school child are program:

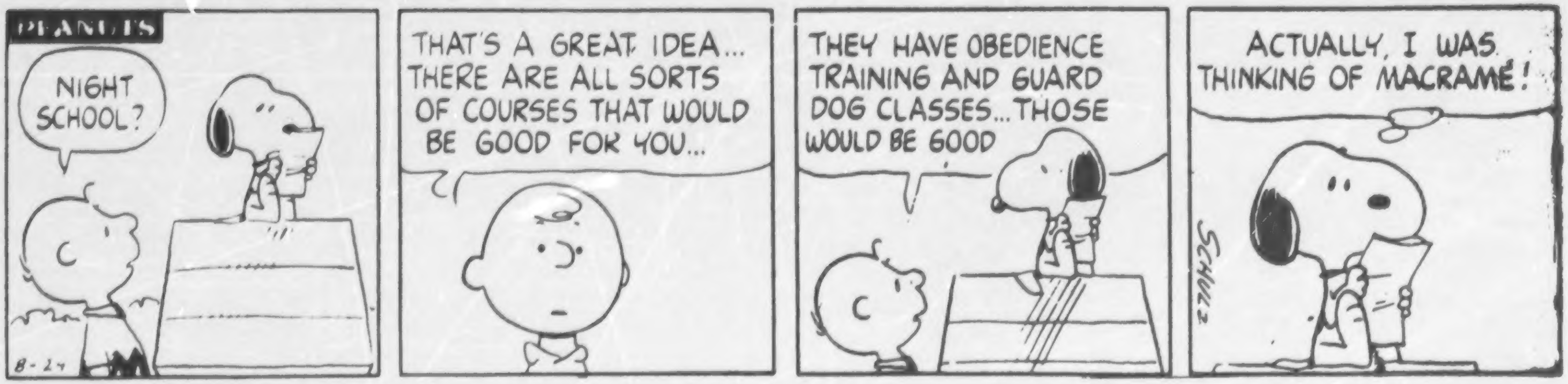
- To provide a comfortable, safe, and caring atmosphere for elementary school students until they can return home to adult supervision.
- To provide activities that are constructive, creative, and entertaining under trained supervision.

For more information contact:

Mr. Nathaniel Williams
Community Education Coordinator
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204
Telephone: (214) 421-1051

INSTRUCTIONAL MEDIA CENTER
UNIV. OF WEST FLORIDA
PENSACOLA, FLORIDA 32504

THE DIFFERENCE BETWEEN NEEDS & WANTS


PEANUTS
NIGHT SCHOOL?
THAT'S A GREAT IDEA... THERE ARE ALL SORTS OF COURSES THAT WOULD BE GOOD FOR YOU...
THEY HAVE OBEDIENCE TRAINING AND GUARD DOG CLASSES... THOSE WOULD BE GOOD
ACTUALLY, I WAS THINKING OF MACRAMÉ!
SCHULZ
8-24

you
can

Certificate of Appreciation

PRESENTED TO

____

IN RECOGNITION OF YOUR PARTICIPATION IN

COMMUNITY EDUCATION

Your contribution to Community Education is deeply appreciated. We hope this Certificate will serve as a remembrance of a pleasant occasion. Presented ______________________ .

______________________ Superintendent

______________________ Director

Certificate of Completion

Community you can Education

This Certifies That

has satisfactorily completed a Course in

Given in the month of ______________ nineteen hundred ______________

369

363

______________ Superintendent

______________ Director of Community Education

______________ Instructor

REGULAR SCHOOL PROGRAM (K-12)

INCORPORATION OF BASIC COMMUNITY EDUCATION PRINCIPLES INTO THE K-12 PROGRAM

"Probably the biggest frustration to active community educators today is the lack of acceptance of basic community education principles into the regular school day instructional programs. Many school systems across this nation have expanded their educational services by providing exciting after school, evening, and summer learning experiences for community members of all ages. However, in most cases these same school systems continue to maintain very conventional and static regular school day programs oriented to "book learning." Why does this paradox continue to exist? Are the principles we profess to be so important in community education not applicable to the learning experiences of children during the day? If these principles are applicable, what role might active community educators assume in order to assist others in the acceptance of community education as an operational philosophy of education equally applicable to all facets of its educational offerings?"

Phillip Clark, University of Florida

Parent Involvement: Does It Improve Student Achievement?

Anne T. Henderson

The following is an excerpt from the article:

A number of studies suggest various ways that parent participation, however defined, improves student achievement, however measured. This does not mean that any old kind of parent involvement will work. Several important themes do emerge from these studies to guide educators, parents, and policymakers:

- The most important single factor in a student's achievement is his/her attitude toward the self and the environment. Children who have high self esteem and strong feelings of control over their environment do better in school.

- These attitudes are formed largely at home, in the family setting, but are reinforced at school and in the neighborhood. The way parents spend time with their children has important effects on their attitudes and, consequently, on their performance in school.

- "Early intervention programs", where pre-school children's cognitive development is stimulated, are especially effective when their parents are actively involved.

- Once children are in school, programs of parent involvement that are well planned, long term, and comprehensive can have dramatic effects on student achievement. Especially effective are programs where parents play a variety of roles and where there is close coordination between home and school.

- Schools in neighborhoods where there is strong parent and community interest in quality education, and schools that encourage community involvement, have students who score higher on standardized tests and who are more likely to go to college.

- The type of parent involvement does not appear to make as much difference as the extent of parent involvement. Programs high in parent involvement are consistently higher on nearly all measures of program quality.

Anne T. Henderson is an Associate at the National Committee for Citizens in Education and author of Parent Participation--Student Achievement: The Evidence Grows, available for $3.25, plus $1.00 for postage and handling, from the National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044.

Focusing on the Family

(Community Education and Regular School Program)

By James Lang, M. Ann Kraatz, and Douglas C. Godwin

A K-12 Community Eduction Integration Project developed by the Center for Community Education at Texas A&M University and funded by a grant from the Texas Education Agency sent a position paper on the family to 90 school districts with community education projects that had been in operation for one year or longer. Of the 90 districts, 35 applied for particpation in the project; Bay City, Silsbee, and Waxahachie were chosen for first-year development.

The delivery system to be established in each district was an autonomous steering committee with members from the school and community.

Profile of the Committee

With the advent of a new concept, i.e., the family as client, the committee had to be specialized. Committee members included: a parent, teacher, student, language arts coordinator, community education director, curriculum director, physician in family practice, librarian, advisory council member, and principal. The members all deal with the family daily.

The school districts could alter the suggested committee profile to meet their individual circumstances. In the Silsbee project, a graduate R.N. represents the medical profession; a minister serves on the Bay City committee; and a probation officer is a member in Waxahachie.

One of the prerequisites for membership was willingness to learn: learning to look at the family and its needs, learning to analyze those needs, and learning to design programs to meet those needs. As the year progressed, this willingness to learn had to be restated; the committees tended to be task-oriented (as most committees are), and "learning before doing" was not implicit in their thinking.

Committee Autonomy

Another prerequisite for participation in the project was willingness to allow the committee to be autonomous. The committee profile represented both the regular K-12 program (traditional client: the child) and the community education project (traditional client: the adult). In attempting to meet the needs of the family, K-12 and community education began to integrate as they met on mutual ground and drew from both fields and areas of expertise to solve a common problem: how to serve the family better. In the process, they involved participants on an equal basis from the home, community, and industry; all served as coequals on a client-oriented committee.

Though autonomous, the committee clears all plans through the superintendent and school board before implementation. For example, after the Silsbee committee analyzed needs, reviewed resources, and outlined specific programs, the chairperson made a formal report to the school board. The board then appointed a liaison to the committee.

Important Observations From Year One

Most committee members had some contact with the schools or community education but lacked a conceptual understanding of both. They had to learn that K-12 is more than an 8:30-3:30 school day and that community education is more than classes and evening programs. In exploring both programs, the committees began to discover the philosophies behind them and to develop their own terminology for discussing them.

As a common language began to emerge, the committees searched for an identity that would be specific to their approaches to the family. "K-12/Community Education Integration Steering Committee" was a meaningless term to those outside the program, and the committees felt a need to develop more meaningful names. Two of the committees have adopted acronyms. Silsbee's committee is known as the COMET Committee—*Com*munity *e*ducation *t*riad—home, school, and community. Bay City's acronym, SHINE, stands for *s*chool and *h*ome *in* *e*ducation. The process of choosing a name helped each committee define its own purposes and goals.

As the process moved from needs identification to goal setting and program development, the need to have a curriculum decision-maker as an integral part of the committee became apparent. A person who had authority to make curriculum decisions guided the committee as to how their program ideas could be implemented and what steps were necessary for implementation. Another valuable person has been the student on each committee. Each has offered the information and insights that only a student can provide, and an initial concern that students might be intimidated by an otherwise all-adult committee proved groundless.

The committees found a 10-person membership very workable. Committee outreach was encouraged through standing subcommittees, ad hoc subcommittees, and task forces as needed.

The committees have studied the family and learned that identifiable needs arise among members when the family is unable to meet certain family developmental tasks.[1] They have learned to identify a need, set a goal, and explore possibilities for programming that meets that goal and its objectives.

Conclusions to Date

The realignment of educational activity around family concerns has required new knowledge, skills, and diagnostic and evaluative procedures related to the family. Work in these areas will continue through the next three to five years.

Community organizations are changing their delivery systems as a result of changes in the family. Having a baby is becoming a family activity; the dental profession has developed family hygiene programs; lawyers are writing books in lay terms for parents; and on-site day care is being offered by employers. Schools will be left behind unless they, too, look at new roles, new approaches, new projects.

The process model that is beginning to evolve in Texas appears to be a promising foundation. The overall task will be complicated and lengthy, but the very springs from which human development and academic achievement flow will be the center of committee attention. ☐

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[1] E.R. Duval, *Family Development*, 3rd ed. (Chicago: Lippincott, 1957).

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Rationale

WHY USE COMMUNITY RESOURCES IN SCHOOLS?

Community resources can:

- relate what goes on in school to actual life situations, needs, and problems
- develop the kind of interest in school work that impels (rather than compels) children to come to school
- clarify teaching and learning by making use of concrete, first-hand illustration and demonstration
- provide experience in planning, in problem-solving, and in critical group thinking
- develop power of observation, of asking questions, of searching out information, of seeing relationships
- place knowledge and skills in the context of functional learning, i.e., learning to use by doing
- bring related learnings together and use them together in meeting problems and situations
- provide for a combination of common learnings and adjustment to problems and situations, differences in needs, abilities, and interests
- place emphasis upon achieving good human relations and practicing them
- increase opportunities for understanding and practicing the responsibilities involved in community citizenship *
- . . . add your own

---

*Adapted from the files of Ms. Gladys Dillon.

OVERALL OBJECTIVES FOR UTILIZING COMMUNITY RESOURCES IN THE CLASSROOM

1. To originate projects for classroom use and to evaluate them by using them in the classroom
2. To make use of the talents of individuals within the community
3. To gain greater knowledge of community resources and social agencies
4. To make greater use of the known resources which offer their services free of charge
5. To gain new ideas of presenting the subject matter
6. To make our teaching more effective and meaningful
7. To develop workable projects for classroom presentation
8. To acquire the cooperation and the interest of one's entire community
9. To become more aware of the job opportunities—technical and vocational—in our community in order to provide youngsters with this information
10. To acquire materials for use in the classroom
11. To give the people of our area an opportunity to become acquainted with the goals and aims of the schools
12. To find more areas available for field trips
13. To have an established time for work on projects which one doesn't have time to work on during the academic year
14. To receive greater inspiration to become an effective teacher
15. To share and contribute to group action
16. To use community resources in an imaginative and creative manner
17. To gain a better perspective for putting our knowledge into greater use
18. To establish a bibliography of resource materials for use in the classroom and in personal family life
19. To gain a greater understanding of the educational demands of small job shops
20. To learn the diversified types of industries

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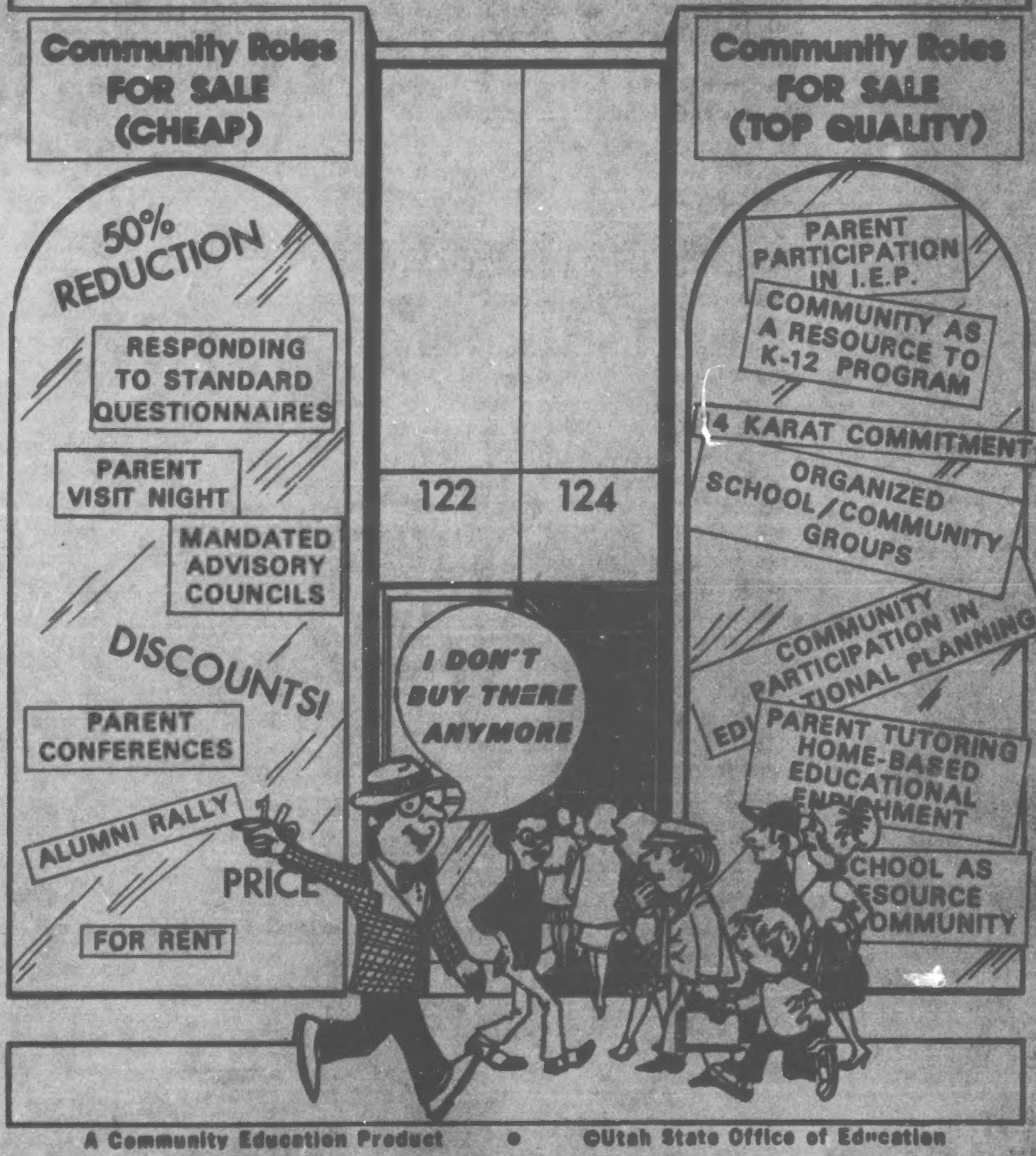
*Taken from the files of Ms. Gladys Dillon, In-Service Director, Flint Community Schools, Flint, Michigan.

THE CHANGING ROLE OF THE COMMUNITY IN EDUCATION


Community Roles FOR SALE (CHEAP)
50% REDUCTION
RESPONDING TO STANDARD QUESTIONNAIRES
PARENT VISIT NIGHT
MANDATED ADVISORY COUNCILS
DISCOUNTS!
PARENT CONFERENCES
ALUMNI RALLY
½ PRICE
FOR RENT
122
124
I DON'T BUY THERE ANYMORE
Community Roles FOR SALE (TOP QUALITY)
PARENT PARTICIPATION IN I.E.P.
COMMUNITY AS A RESOURCE TO K-12 PROGRAM
4 KARAT COMMITMENT
ORGANIZED SCHOOL/COMMUNITY GROUPS
COMMUNITY PARTICIPATION IN ED TIONAL PLANNING
PARENT TUTORING HOME-BASED EDUCATIONAL ENRICHMENT
CHOOL AS ESOURCE OMMUNITY

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COMMUNITY EDUCATION AND THE K-12 COMPONENT

DEFINITION:

The infusion of the community education philosophy and procedures into the K-12 component of the total education system.

PHILOSOPHY:

Community education is an organized effort to improve the quality of life in every community through education. It operates under the concept that people, when given the opportunity to do so, can organize themselves to address their needs and interests.

CONCEPTUAL TENETS:

Public involvement in education decision making
Maximum use of educational facilities
Maximum use of all community resources
K-12 programs
Educational programs for youth
Educational programs for adults

PROCEDURES:

Solving problems through a systematic process
Involving the public with/in education
Assessing needs
Facilitating leadership
Creating orderly change
Linking resources
Convening of community and education
Improving 2-way communication
Defining educational expectations
Increasing public awareness
Sponsoring activities
Accommodating programs
Sharing in school governance
Fostering educational partnerships
Planning cooperatively
Reducing unnecessary duplication
Maximizing human, financial, physical and institutional resources

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COMMUNITY EDUCATION/K-12 INTEGRATION
PROMISING ALTERNATIVES

Introduction: Below is a list of integration ideas which might be considered in planning objectives and strategies to bring about community education/K-12 integration.

NOTE: What is planned for and carried out must be based upon identified needs.

1. Develop a system(s) to help administrators and teachers more fully utilize community resources.
2. Develop a well managed, professional volunteer program based on teacher-student-volunteer needs.
3. Working with teachers and administrators, develop program(s) to provide meaningful career exploration opportunities for students in the community.
4. Provide additional programs and services for school-age children beyond the regular school day.
5. Implement mini-courses using community resources to enrich specific educational objectives during various times of the school day.
6. Develop a cross-age tutoring program, grandparent tutoring program, home tutoring program, etc.
7. Help teachers develop units of instruction that incorporate community based learning experiences.
8. Increase cooperation and involvement between the business community and the education system; between education and other segments of the community.
9. Work with existing community agencies in developing a coordinated approach to meeting the special needs of K-12 students.
10. Work with colleges and universities for the purpose of enhancing rural teacher in-service and in providing increased opportunities for lay people to pursue college credit courses, etc.
11. Work with other agencies/institutions to share resources and coordinate services delivery.
12. Implement and coordinate individual education planning, involving the parent, the teacher and the student.
13. Develop or enhance existing systems for public involvement in education decision making.
14. Develop a training program for educators and lay people designed to enhance communication and problem solving skills in order that the home and the school may develop a closer working relationship.
15. Help teachers and administrators find ways and systems to make the patrons of the school more comfortable in the school and in addressing their particular problems and concerns.
16. Provide teachers and administrators with community input on school strengths, weaknesses, and needed directions.
17. Develop community school programs for adults and families designed to strengthen the home as the primary educational institution in our society; i.e., parenting classes, interpersonal communication, parent tutoring, family recreation, etc.
18. Develop a program to help parents engage in home-based tutoring in the basic skills, etc.
19. Develop system(s) to improve two-way communication between the school and the community; i.e., newsletters which allow for patron response, open meetings, open telephone line, needs assessments, school visitations, etc.

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COMMUNITY EDUCATION/K-12 INTEGRATION

DESIRED OUTCOMES

1. The value of community education as a philosophy of education is recognized and incorporated into the K-12 system by those already in the K-12 system.
2. Community education personnel recognized as a vital member of the school team.
3. Increase in physical, financial, human and institutional resources available to the school through a concentrated effort of developing community resource potential.
4. Programs in place that provide educators and patrons with opportunities to develop greater two-way communication and cooperative problem solving skills.
5. Through greater utilization of community resources and through developing community school programs that extend the learning opportunities for the K-12 student, an increase in the schools' ability to meet the individual needs of students will be in evidence.
6. Greater cooperation and coordination with outside agencies in meeting the needs of the K-12 student.
7. Sharing of resources with other agencies and institutions in order to provide for a better overall delivery system of educational and related services.
8. Greater trust, understanding and support between the home, school and community.
9. Outreach programs and services from the school to strengthen the home as the primary educational institution in our society with emphasis on increasing the capability of parents to play an active role in the education of their children.
10. More emphasis on life relevant-community centered curriculum development; i.e., parenting education, community work-study, etc.
11. Results which indicate community education is having an impact on the quality of K-12 education.
12. A means developed for working within the present staffing and program structure of a district in a complimentary and mutually reinforcing way.
13. A visible demonstration that a community educator freed-up to work in the community can generate enough additional resources to more than offset the cost of hiring a part-time, afternoon and evening program manager to assist in the program delivery component of community education.

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EVIDENCES THAT COMMUNITY EDUCATION--K-12 INTEGRATION IS HAPPENING

1. TEACHERS ARE MAKING GREATER USE OF COMMUNITY RESOURCES TO ENHANCE CURRICULUM AND INSTRUCTION.
2. TEACHERS ARE USING THE COMMUNITY SCHOOL AFTER SCHOOL HOUR PROGRAM TO EXTEND THE LEARNING OPPORTUNITIES OF THEIR STUDENTS.
3. THE SCHOOL IS COOPERATING AND WORKING TOGETHER WITH OUTSIDE AGENCIES IN MEETING THE NEEDS OF THE K-12 STUDENT.
4. THE PRINCIPAL AND THE COMMUNITY COORDINATOR/DIRECTOR ARE WORKING TOGETHER TO BRING THE HOME, THE SCHOOL AND THE COMMUNITY INTO A CLOSER WORKING RELATIONSHIP.
5. THE SCHOOL PRINCIPAL SEES AND ASSUMES HIS ROLE AS THE EDUCATIONAL LEADER OF THE TOTAL COMMUNITY.
6. THERE IS AN ATTITUDE OF OPENNESS AND COOPERATION BETWEEN PATRONS, TEACHERS, STUDENTS AND ADMINISTRATORS IN SOVLING THE PROBLEMS OF EDUCATION.
7. PARTNERSHIPS ARE EVIDENT BETWEEN THE BUSINESS COMMUNITY AND OTHER SEGMENTS OF THE COMMUNITY FOR THE PURPOSE OF ENRICHING SPECIFIC EDUCATIONAL OBJECTIVES.
8. PARENTS AND OTHER COMMUNITY MEMBERS ARE PLAYING A MORE ACTIVE PART IN THE FORMAL EDUCATION PROCESS; I.E. PARTICIPATING IN INDIVIDUAL EDUCATION PLANNING, SERVING AS A RESOURCE TO THE SCHOOL, REINFORCING THE INSTRUCTIONAL PROCESS THROUGH HOME-BASED TUTORING, ETC.
9. NEW CURRICULUM DEVELOPMENT RELATES TO LIFE CONCERNS AND COMMUNITY BASED LEARNING EXPERIENCES THAT BETTER PREPARE STUDENTS FOR THE REAL WORLD.
10. THERE IS AN EXPANSION OF THE TOTAL RESOURCES AVAILABLE FOR THE K-12 PROGRAM THROUGH GREATER UTILIZATION OF HUMAN, FINANCIAL, PHYSICAL AND INSTITUTIONAL RESOURCES FOUND IN THE COMMUNITY.

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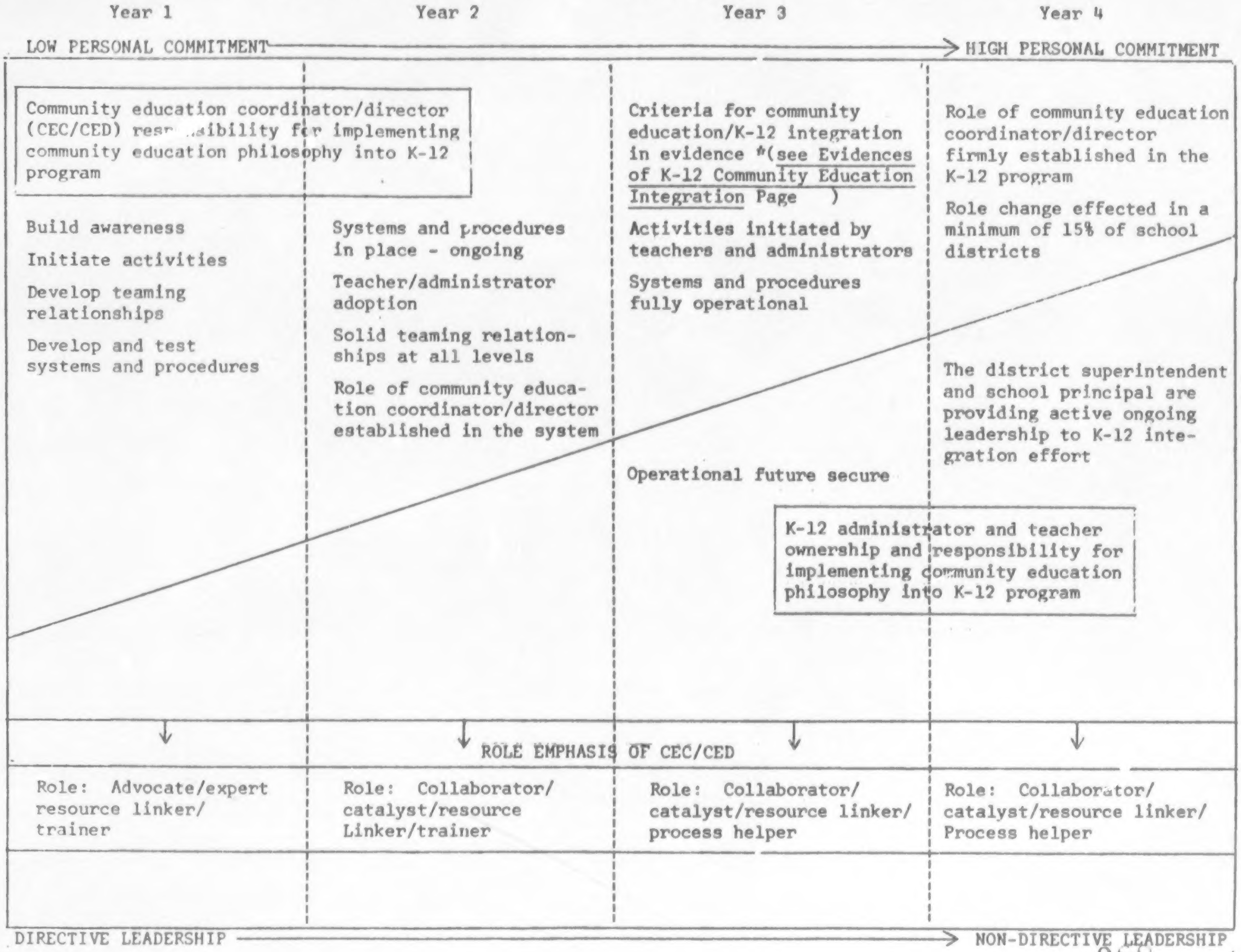
UTAH MODEL FOR INTEGRATING THE COMMUNITY EDUCATION PHILOSOPHY INTO THE K-12 PROGRAM



Community education coordinator/director (CEC/CED) responsibility for implementing community education philosophy into K-12 program

Year 1

Build awareness

Initiate activities

Develop teaming relationships

Develop and test systems and procedures

Year 2

Systems and procedures in place - ongoing

Teacher/administrator adoption

Solid teaming relationships at all levels

Role of community education coordinator/director established in the system

Year 3

Criteria for community education/K-12 integration in evidence *(see Evidences of K-12 Community Education Integration Page)

Activities initiated by teachers and administrators

Systems and procedures fully operational

Operational future secure

Year 4

Role of community education coordinator/director firmly established in the K-12 program

Role change effected in a minimum of 15% of school districts

The district superintendent and school principal are providing active ongoing leadership to K-12 integration effort

K-12 administrator and teacher ownership and responsibility for implementing community education philosophy into K-12 program

ROLE EMPHASIS OF CEC/CED

Year 1	Year 2	Year 3	Year 4
Role: Advocate/expert resource linker/ trainer	Role: Collaborator/ catalyst/resource Linker/trainer	Role: Collaborator/ catalyst/resource linker/ process helper	Role: Collaborator/ catalyst/resource linker/ Process helper

INITIAL ASSESSMENT AREAS FOR COMMUNITY EDUCATION--K-12 INTEGRATION

The following 5 areas ought to be carefully looked at as one begins the process of community education/K-12 integration. As the data is gathered under these categories, it will not only provide some needed information, but it will provide a number of areas where the integration can begin.

K-12 Integration

1. Determine to what extent or degree community education is an integral part of the K-12 system.
    - A. Generally, what is the philosophical view of the community education program as seen by home, school and community regarding K-12 integration?
    - B. What classes or programs are offered which are intended to enrich and expand learning opportunities for the K-12 student?
    - C. In what ways does the community education program and the K-12 program interrelate?
    - D. What role does the community educator now play in K-12 integration?

Maximizing Resources

2. Determine to what degree the school is making maximum use of all human, physical and financial resources for the K-12 program.
    - A. To what extent are community resources used to enrich curriculum?
    - B. What are the financial resources presently being used for the K-12 program?
      State________ Local_________ Federal_________ Other_________
    - C. What are the government agency, private business or service organizations that extend their resources to the K-12 program?
    - D. What are the physical resources presently being used (building and equipment other than schools and school equipment?)

Home-School-Community Cooperation

3. Determine to what extent the home, the school and the community are working cooperatively together.
    - A. What is presently in place to facilitate education planning?
    - B. In what ways are the home and school working together?
    - C. In what way is the public involved in education decision making?
    - D. How does the Board view public involvement?
    - E. What are the perceived roles of cooperation between the home, school and community?
    - F. What is the extent of public support for the school?

Strengthening the Home

4. Find out what the school is presently doing to strengthen the home as the primary educational institution in our society.
    - A. What school programs and activities at present are aimed at strengthening the home; i.e., parenting skills, etc.?
    - B. Do the parents feel they have meaningful involvement with education?
    - C. What is the feeling about the school having a role in strengthening the home?

Agency Cooperation

5. Determine to what extent the school is cooperating and working with other agencies in meeting the individual needs of students.
    - A. In what way are the schools in the district working with the community (government agencies, private business, service organization) in meeting individual needs of students?
    - B. What agencies are the schools presently working with?
    - C. What is the philosophical view of agency cooperation for the benefit of the school?

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K-12 INTEGRATION

READINESS CHECKLIST

Introduction: Below is a list of readiness characteristics for K-12 integration identified under five main categories. While this list is by no means all-encompassing, it can, nevertheless, be a useful tool in evaluating a particular district's readiness to undertake K-12/community education integration.

Directions: Read each of the statements and check a "yes" or a "no" opposite each statement. The asterisked statements are considered essential for K-12 integration and should receive careful consideration in all planning efforts.

Readiness Characteristics	Self Evaluation	
I. District Philosophy and Policies		
1. The Board of Education has a written policy on community education, encouraging community involvement in the schools and collaborative problem solving.	Yes_____	No_____
* 2. Key decision-makers in the district have the vision for and are committed to a working partnership between the home, the school and the community.	Yes_____	No_____
3. These same people see the potential of community education as a way to develop meaningful school/community partnerships.	Yes_____	No_____
* 4. District goals and objectives are compatible with the concept of K-12/Community Education integration.	Yes_____	No_____
* 5. There is a commitment of time, money and resources to the development of community education in the district.	Yes_____	No_____
II. District Organization and Operational Procedures		
* 1. The district has a half time or full time person assigned to community education.	Yes_____	No_____
* 2. Building level community education directors are assigned half time or full time responsibility for community education.	Yes_____	No_____
3. District level program directors meet often to coordinate efforts.	Yes_____	No_____

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4. Community involvement in planning and decision making is an integral part of the education decision making process. Yes_____ No_____

5. Systems and procedures to establish school/community linkages are ongoing within the district. Yes_____ No_____

* 6. Communication channels within the school district and between the school district and the community are open and can be characterized as two-way. Yes_____ No_____

7. The use of school volunteers and other community resources are an essential part of the instructional process. Yes_____ No_____

III. Personnel

* 1. Job descriptions for district staff, principals, community education coordinators and teachers are compatible with the concept of K-12/Community Education integration. Yes_____ No_____

2. District personnel have had training in the philosophy and practices of community education. Yes_____ No_____

* 3. Community education coordinators and directors have the skills and vision to do K-12 integration. Yes_____ No_____

IV. Community Education Development

1. Success with other components of community education; i.e., programming for adults, inter-agency cooperation, etc., is evident to the school and the community. Yes_____ No_____

* 2. Community education personnel in the district have a positive working relationship with K-12 administrators and teachers. Yes_____ No_____

3. There is strong public support for community education. Yes_____ No_____

V. Agency Cooperation

* 1. There is a cooperative attitude between the schools and other human service agencies and organizations in the community. Yes_____ No_____

2. Joint planning and implementation activities are taking place between the schools and other agencies. Yes_____ No_____

FORMATION OF THE PROJECT TEAM

In order to eliminate the wide variance of expectations and the unclarity of communication and to make use of all human resources, provide a support system, and encourage working together more effectively, it is necessary that a project team be formed.

1. Membership in the team should consist of the site project directors and the district level directors of Community Education. A member of the state office staff who will provide the technical assistance and consultation will also be a regular member. The meeting schedule should be set for the year to facilitate all members being present at all team meetings. Those who are not members may come as guests by invitation. The responsibility to organize and coordinate this calendar for the year is on the local district.
2. Meeting should be held at least monthly and should not be less than a day in duration. This day could consist of the project team meeting for part of the day after which part of the time could be spent at local schools in meeting with key implementors at the school level.
3. All meetings shall have an agenda which is sent to the membership before their arrival on-site. Responsibilities for the agenda shall be shared by the membership. Two people shall serve as the agenda committee for a meeting, one site project director

and one CEU staff member, and they shall develop the agenda and serve as meeting facilitator and recorder.

60

4. Staff development activities should be a part of each meeting and an in-depth staff development activity should be conducted at least quarterly.
5. Meetings will be held at each of the project site communities the majority of the time.
6. Decisions made by the Project Team are binding and those with Project-wide application shall be recorded in minutes. Minutes, which include the major decisions made by the Team, shall be taken in all meetings of the Team.
7. The Team shall serve as a support group for all members with part of the responsibilities being to:

Table #7. Characteristics of a Support System as Identified by Site Project Directors

A group of people (here the referant seemed to be the members of the Project Team) to:

1. provide additional resources
2. provide training
3. use for developing plans
4. provide direction
5. help clarify goals and objectives
6. help develop strategies
7. encourage us when discouraged
8. to discuss common problems
9. to share ideas and feelings
10. to remove us from our environment periodically

8. The relationship among the Team shall be a partnership which is collaborative in nature. Here are the principles of collaborative relationships which should be kept in mind as the Team becomes operational.

1) The existance of a degree of interdependence between each of the parties.
2) Power distribution wherein each of the parties has equal or almost equal ability to influence the other.
3) A joint effort in determination of goals.
4) A spirit of inquiry with reliance on data-based information.
5) A developing relationship growing out of here and now encounter rather than on past experiences which may have had negative effects.

9. A monthly progress report completed by the State Office staff member will be completed after each project team meeting and a written report will be shared with all project team members.

Tech Sheet

SCHOOLS AND SENIORS: A COOPERATIVE EXPERIENCE

"Would your youngster enjoy 'adopting' a grandparent at a local nursing home? Youngsters will be given preparation and supervision. They will plan some fun activities and parties to share with our community's elderly nursing-home citizens."

Starting with this notice in the Winter, 1977, Community School brochure, the Silver Threads program in Sandy, Oregon, has affected the lives of thousands of Oregon youth and senior citizens. Similar programs are now operating in Wilsonville, Salem, Portland, Astoria, Seaside, Eugene, Milwaukie, Oregon City, Carus Grade School, Molalla, and Corvallis, Oregon, as well as in other states. Programs include seniors in retirement homes as well as nursing homes and residential care facilities. The plans could easily be adapted for other groups.

Programs differ because attitudes, support, interest, enthusiasm, cooperation and the type of senior facility resident vary. Most programs involve:

- Visitations to local senior facilities both during or after school hours by interested students.
- School class attendance by the senior facility residents with student hosts.
- Field trips and special events attended by residents with students.
- Cards and letters from students to residents.
- Special events conducted by students for the senior participants.

All projects entail schools and students reaching out to help provide services to the senior residents of their communities. The quality of life for senior residents is enhanced while an opportunity is provided for students to be contributors to their community.

Side benefits such as the Salem area's "Guide to Nursing Homes" publication are a common outgrowth of the cooperation of diverse community groups in the planning and implementing process.

IF YOU WOULD LIKE TO START A PROGRAM

1. Discuss the idea with representatives from the senior facility, school, participating organizations and parents.

Involvement of key and diverse community leaders, who can make commitments for their groups, has been critical to the rapid implementation of the Salem program. Salem's Volunteers for Nursing Homes has a 35 member Board of Directors representing churches, Girl Scouts, the business community, Marion-Polk Medical Society and Medical Auxiliary, Salem School District, several care centers, the State of Oregon Interdivisional Volunteer Program, Chemeketa Community College and more. Area agencies on aging are also involved in programs in other communities.

2. Identify a facilitator.

The adult facilitator is the one key component. Ideally, this means one for the nursing home and one for the children.

Silver Threads' creator Judy Sheppard says, "The facilitator for the children may be an interested parent, community school coordinator, adult volunteer, 4-H or scout leader, day-care center staff member, or teacher. The facilitator for the nursing home has generally been the activity director.

"The amount of involvement on the part of the nursing home facilitator has varied greatly and has directly affected the substance and quality of the program. I believe a creative and responsible nursing-home facilitator could initiate and maintain a strong Silver Threads program on his or her own, but a children's facilitator would have difficulty in achieving a program of substance without the assistance of a nursing-home facilitator."

3. Develop a statement of the roles that student volunteers may serve in the senior facility.

   Roles may include students participating in a one-on-one activity, involving residents in recreational activities, providing entertainment, or escorting residents to an activity outside the facility.

4. Answer all transportation, supervision and liability concerns.

   Solutions to these concerns differ but a clear written agreement is important

5. Determine how and which students will be approached for participation in the program.

   Many programs begin by involving only fourth and fifth grades Others expand to include pre-school age through high school and adults.

6. Estimate the costs for the program.

   Costs should be low as most of the work can be done by volunteers Senior facilities usually have a small budget for materials and supplies. A program could run out of the home or school, as a copier and phone are the only critical equipment items.

7. Prepare and give a presentation to students, school and senior facility staff to stimulate interest and to gain support for the program.

   The "Silver Threads Slide Show" might be a good resource for the presentation.

8. Plan and conduct initial preparation for volunteers.

   Orientation should include more than a description of the type of assistance volunteers can give. It should include an introduction to the residents, to the aging process and to the facility and its routines.
   Salem area children are told what they will notice immediately upon entering a nursing home. They are told about some older people being confined to wheelchairs, about smells, and about some residents who might let out a yell now and then. They touch arthritic fingers, drink Kool-Aid without sugar and cover their eyes with waxed paper to learn what persons with glaucoma can see.

9. Begin.

   You will want to begin slowly, taking time to learn names and to give immediate answers to student questions Enjoy the interaction.

10. Evaluate.

    You will probably want to rely on ongoing observation and student staff and parent feedback for an immediate and responsive evaluation method. A formal evaluation might help at the end of a year or as a tool to help with your future plans.

FOR MORE INFORMATION

PEOPLE TO CONTACT:

Judy Sheppard
17360 S.E. Ten Eyck
Sandy, Oregon 97055
(503) 668-6182

Barbara Carey, Executive Director
Volunteers in Nursing Homes Program
750 Front St. N.E.
Salem, Oregon 97301
(503) 362-0606

Hospice groups and specific health associations (e.g., cancer, diabetes, epilespy, heart) are additional resources

BOOKS AND OTHER RESOURCES

"Silver Threads Slide Show"
Oregon Community Education Development Center
University of Oregon
1724 Moss St.
Eugene, Oregon 97402
(503) 686-3996

"Silver Threads Handbook: A Guide to Inter-Generational Contact"
Judy Sheppard, Published by Clackamas County Area Agency on Aging in cooperation with Clackamas Community College
For copies send $3.00 to
Clackamas Community College Foundation
P.O. Box 361
Oregon City, Oregon 97045
(503) 657-8400

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Tech Sheet DEVELOPING A VOLUNTEER PROGRAM

Volunteerism is certainly not a new concept, but it is gaining increased attention. Credit for much of this renewed interest in the field of volunteerism goes to President Ronald Reagan, both because of his advocacy for a return to private sector problem solving "New Federalism" and because of his policies which have forced communities across the nation to reassess how they will meet human needs. Very real changes will have to be made in service delivery systems. It is incumbent upon decision-makers to plan for and put to best use the energy, enthusiasm, commitment and diverse skills and abilities of the hundreds of thousands of people who volunteer each year.

In 1982, Oregon Governor Victor Atiyeh called a special conference on "Oregon's Response to New Federalism". The conference resulted in the formation of a Corporate Volunteer Commission. The commission was asked to examine the impact of "New Federalism" on Oregon and to develop some specific recommendations for both the public and private sector - a "roadmap outlining the parts to be played by local and state government, the non-profit, private and volunteer sector, and the corporate community."

This tech sheet has been developed to answer some common questions about starting volunteer programs and to serve as a guide in developing a strong, productive, and satisfying volunteer program. As with other efforts, joint agency planning and management can be advantageous and should be considered when it would strengthen the program or save resources.

? WHO VOLUNTEERS...

According to "American Volunteer 1981", a Gallup Survey released in March of 1981:

- 52% of American adults and 53% of American teenagers had volunteered in the year between March 1980 and March 1981.
- Largest volunteer areas included religious activities (19%), education (12%), health (12%), recreation (7%), and informal volunteer activities (23%).
- 63% of the people with annual household incomes of $20,000 or greater and the same percentage of people with some college education volunteered in the 12 months studied.
- Employed people were more likely to volunteer than people who were not working.
- Generally, women, people under the age of 55, people with children still at home, suburban and rural residents, and people living in larger households were more inclined to volunteer.
- 31% of those who volunteered spent a minimum of 2 hours/week at their volunteer jobs. 10% spent 7 or more hours each week.
- 66% of those people who did not volunteer listed the primary reason as not having been asked. Of those individuals surveyed, when asked if they would be willing to volunteer, 80% said yes.
- 91% of all volunteers made charitable contributions.*

? WHY WOULD I WANT A VOLUNTEER PROGRAM...

Every organization has a long list of things it would like to do, if only time, resources, and expertise were available. Volunteers can help to provide some of these.

Politicians have long known that involvement leads to support. People support programs which they understand and with which they are involved.

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*For copy of Americans Volunteer, 1981, write to: The Independent Sector, 1828 L. Street NW,
Washington D.C. 20036 - (202) 659-4007

? IS A VOLUNTEER PROGRAM APPROPRIATE FOR MY AGENCY...

It is critical that staff and administration understand that a volunteer program is not free! Coordination of this new resource takes time. Staff must expect that some of their time will have to be spent training and supervising volunteers and being trained themselves in volunteer supervision techniques and in the particulars of the agency's volunteer program. If planned and organized well at the beginning stages of development, the volunteer program can enrich the agency's programs, release staff to do other things, and improve the agency's image in the community.

A volunteer program is not always feasible, and these questions should be weighed carefully before proceeding.

1. Is there a need for volunteer services and can the need be translated into clearly defined jobs for volunteers?
2. Are staff roles and volunteer roles clear? Is staff comfortable with them?
3. Can staff be released for coordinating efforts?
4. Has staff been involved in the planning process? If volunteers are involved informally already, have they also been included?
5. Can the tasks identified for volunteers stand some turnover in volunteer personnel assigned to them? What will the impact of uneven service delivery be?
6. Can staff time be provided for supervision of volunteers?
7. Can the agency handle supervision and training for the volunteers?
8. Is staff comfortable with accepting volunteers as peers - as unpaid staff?
9. Is staff ready to involve volunteers at all levels? Is staff willing to make program modifications to enable greater participation on the part of volunteers?
10. Are there opportunities to provide volunteers with increased challenges and expanded roles as they indicate interest?
11. Could the volunteer program, in part or as a whole, be developed more effectively or at a lower cost as an interagency effort?

? DO WE NEED INSURANCE...

The best insurance for volunteers is preventive. Avoid high risk assignments and be certain that each volunteer is assigned a specific task and is properly oriented, trained, and supervised. Even with the best of planning, however, accidents do happen and it is best to be prepared.

Every agency has different policies regarding risk. Talk to the appropriate staff person and consult with legal counsel - the city attorney or agency attorney is often quite helpful. Find out what your agency coverage includes - it may be quite simple to add volunteers onto an existing policy. In other situations, agencies opt to provide a separate policy for volunteers. Some agencies require that volunteers have their own coverage.

One excellent source of insurance coverage for volunteers is Volunteers Insurance Service Organization (VIS), administered by the Corporate Insurance Management Association (CIMA). Write VIS/CIMA, 5513 Connecticut Ave., N.W., Washington D.C. 20015 or call 202-244-6578.

? WHAT WILL THE UNIONS SAY...

Involve unions from the beginning - ask for their input, assistance, and support. Develop a written policy that your agency will not replace paid staff with volunteers and demonstrate that fact. Documentation showing budget shortages for hiring additional paid staff helps reinforce that position. Work with labor to identify potential volunteer positions that might lead to careers in organized labor for those volunteers. Encourage members of the unions to become involved in volunteer projects and work to publicize their efforts as often as possible. If you are unsure about a particular volunteer job, check with the union first, rather than wait until a problem develops. A simple change in the wording of the job description may make the difference.

? ARE THERE STANDARDS FOR VOLUNTEER PROGRAMS...

VOLUNTEER PROGRAM STANDARDS

Volunteer Defined

A volunteer is anyone who performs a service for an agency/organization without pay. Reimbursement for out-of-pocket expenses does not constitute payment. Such service must have been accepted, requested or directed by an agency or an agency employee and must serve to augment a base level of service delivery.

Administrative Basis

1. The volunteer program shall have support and approval from the administration. The volunteer program goals and objectives should support, reinforce, and reflect those of the agency served.
2. There shall be periodic evaluation of the volunteer program performance in the attainment of goals and objectives and adherence to guidelines.
3. The agency shall make a responsible examination of its insurance program regarding risk factors to volunteers and shall inform volunteers of their rights and responsibilities in this area.

Staff-Volunteer Roles and Responsibilities

1. All paid staff shall be fully informed about the volunteer program and individual staff responsibilities to volunteers.
2. The agency shall have a person designated to coordinate volunteers. This person will serve as liaison between the community, the volunteers, and the paid staff.
3. Volunteers shall supplement, not supplant, activities and functions of employees and departmental programs.
   a. Volunteers shall not displace a paid worker or be placed in a job slot for which funding is available. This does not mean volunteers cannot apply for paid positions.
   b. Tasks assigned to a paid worker will not be removed for the purpose of creating assignments for volunteers.
   c. Volunteers shall not be substituted for classified staff when authorized positions can be filled.

Screening and Selection

1. Criteria for selection of volunteers shall be recorded and an appropriate screening process established.
2. Each prospective volunteer shall be interviewed by the person(s) designated to coordinate the volunteer program, or their delegate. Assignments shall be individually suitable and made with minimal delay after initial contact.
3. If the volunteer cannot be placed within the agency, an appropriate referral should be made whenever possible.

Volunteer Roles

1. Volunteer roles shall be defined and shall outline the activities and responsibilities of the volunteer The individual assigned to supervise the volunteer shall insure that the volunteer clearly understands the job description.
2. Volunteers shall be assigned to roles which reflect their skills, abilities, and needs.
3. Provisions shall be made for upgrading volunteer responsibilities when desired by the volunteer and when appropriate to the agency.

Supervision

1. Volunteers shall be supervised in accordance with sound supervision practices and within the policies, regulations, and guidelines of the agency.
2. Clearly defined lines of supervision shall be communicated so that volunteers will know to whom they are responsible.
3. Supervision of individual volunteers shall be provided. Periodic contacts on a regular basis between volunteers and their supervisors assure continued communication. The supervisor will discuss with each volunteer his/her work, focusing on recognition for positive efforts and strengthening areas of weakness.
4. Volunteers may supervise other volunteers, if a direct and clear line of communication back to staff exists.

Orientation

Volunteers shall receive orientation which should include:

- Agency goals and objectives
- Roles of volunteers and staff
- Avenues of volunteer service and career mobility
- Volunteer rights and responsibilities
- Agency policies applying to personnel matters and employee conduct

Training

1. Training shall be provided to prepare the volunteer to carry out his/her service role according to agency policy.
2. Training shall be provided to staff as needed to prepare them to work with volunteers and to supervise volunteers when appropriate.

Recognition

1. Means to provide recognition and incentives for volunteers shall be developed.
2. Staff effectiveness in the utilization and supervision of volunteers shall be recognized.

Volunteer Program Records

1. Enrollment Records shall be established to identify the volunteer's name, address, telephone, etc. and to list areas of interest and reasons for volunteering.
2. Interest files should be established to retrieve information most efficiently.
3. Requests from agency staff should be kept in an orderly fashion to facilitate matching with appropriate volunteers.
4. Regular volunteer time reports should be submitted for purposes of computing fiscal impact of volunteer involvement.
5. All injuries sustained by volunteers should be recorded and reported to the appropriate staff person.
6. Information on volunteer drivers should include their driver's license number, date of validation, expiration date, and insurance company and policy number.
7. Volunteer personnel records should include a log of assignments, training, hours worked, staff person supervising each assignment, evaluations, correspondence, etc. These records should be available to the volunteer for at least five years after completion of volunteer service with the agency.

VOLUNTEER PROGRAM COMPONENTS

Actually putting job descriptions in writing allows you to take a serious look at the positions you intend to fill with volunteers and to evaluate your own expectations, timeframes, and ability to fulfill your part of the deal! When a volunteer sees a detailed job description, he/she should know that all aspects of the volunteer position have been carefully explored, planned and approved and that you really NEED someone to do the job. This awareness is very important to the success of your volunteer program -- nobody wants to volunteer to do a job that isn't really needed.

The job description is especially helpful for the volunteer, as it will provide a detailed definition of the volunteer's duties and responsibilities. It acts as a foundation for training, supervising and evaluating the new volunteer. It clarifies your role with the volunteer and outlines your expectations. The job description is a useful tool for recruitment and interviewing purposes too, because it describes clearly the job requirements and the qualifications of the person needed to fill the position.

? IS A JOB DESCRIPTION NECESSARY...

Yes! It protects both you and your volunteer.

A job description in many ways acts as the agreement or contract between the volunteer and your program. It protects the volunteer's rights and gives you a basis for approaching a volunteer who is not living up to his/her responsibilities. It is important that the job description be as explicit as possible. It is also important that it be open to change - or periodic reconstruction with the volunteer.

? WHAT SHOULD BE INCLUDED...

A job description should include:

1. Job Title: (important because it adds dignity to any job)
2. Time requirements: (Is it a short-term or on-going job? What do you mean by "on-going"? Give dates if possible, i.e., through spring quarter 5/20)
3. Job Site - Address - Phone - Bus Line(s)
4. Supervisor
5. Position Responsibilities:
   Include the purpose of the job and its relationship to the overall program - specific objective of the volunteer work. List the duties involved and any special personal characteristics expected (i.e., patience, confidentiality).
6. Basic Skills and Education:
   List skills, mobility, training experience needed for the job. Be sure the skills and training requirements you list are necessary to get the job done. If you feel there is an age limit (i.e., volunteers should be 16+), indicate here.
7. Training to be Provided:
   List training you will provide volunteers. For example, if you require CPR training for exercise leaders and can provide it for your volunteers, indicate here. If you are planning an in-service day for volunteers filling this job description, or will be conducting on a one-to-one basis, that should be made clear.
8. Tools, etc.:
   If you expect volunteers to utilize tools or equipment to do their volunteer job, list those tools here - especially if they require a special knowledge or ability. Sometimes volunteers must be trained before they can use the equipment - if so, indicate that in the training section above.

◁ RECRUITING ▷

Volunteer recruitment is done in so many ways it is difficult to count them all, but your best volunteer recruiter is a happy volunteer. Much of the most effective recruitment is done by word-of-mouth.

People need to know you need help. You have to get the word out! Gear your advertising to your need. You probably won't want to do a city-wide mass media campaign if you only need one volunteer.

? HOW ARE VOLUNTEERS RECRUITED...

You can recruit volunteers on site, within your own neighborhood, and from your own clientele -- and often this is the most appropriate population from which to recruit.

- Learn to recognize potential volunteers who might be:
  - program participants
  - parents
  - neighbors
  - school faculty/PTA members/members of advisory committees
  - neighborhood businesses
- Include information about your volunteer needs in the newspaper or newletter associated with your program.
- Discuss your needs with outside groups using your facility or with whom you may share space or programs from time to time.
- Put up a bulletin board recognizing the work of volunteers and stating volunteer needs.
- Do a neighborhood flyer campaign.
- Help your current volunteers stand out! Give them buttons, T-shirts, etc. They're great for advertising.

For large scale recruitment campaigns, there are many options:

- Public Service announcements on radio and television
- Press releases -- cultivate reporters from your local paper
- Lunch news flyers
- Neighborhood Association newsletters
- Transit ads on buses and bus stop benches
- Brochures
- The Volunteer Bureau
- "Help Wanted" flyers
- Speaking engagements
- Corporate public relations offices

Be prepared. After you have recruited your volunteers, be sure you are ready to put them to work. Have the appropriate forms on hand, a complete job description, insurance information, and general orientation packets ready. Don't keep them waiting! You might lose them to a program that is better prepared.

◁ INTERVIEWING ▷

When a volunteer indicates an interest in your program, a special time should be set aside to talk with him or her. Interviewing is a two-way street - you are interviewing the volunteer and he/she is interviewing you. You interview to collect data and information as to the individual's suitability for the job and the volunteer interviews you about the program and your need for help. There must be give and take in the procedure.

? WHY SHOULD I INTERVIEW...

You interview in order to:

- Determine needs -- program and volunteer
- Identify interests and expertise of potential volunteers
- Screen against available positions -- matchmaking
- Identify potential areas of concern -- risk, child care needs, transportation
- Learn volunteer's broader needs -- career training, educational goals, credit
- Identify time commitment of volunteer -- clarify time commitment requirements of your program
- Support and guidance -- staff and volunteer training needs and supervisory needs of the volunteer should be determined through the interview
- Answer questions -- clarify job to be done

? DO I QUALIFY AS AN INTERVIEWER...

You will need:

- Good listening skills
- Skill at question-framing
- Enthusiasm
- Knowledge of the program
- Good observation skills and the ability to appropriately evaluate those observations
- Knowledge of outside resources for referral
- Good public relations abilities
- Ability to record observations
- Ability to look at both process and content
- A sense of responsibility and concern for the volunteer

INTERVIEWING TIPS

1. Prepare for an interview. Review the application - know what you're looking for.

2. Be aware of the interviewee's anxiety. Every interview, whether for a paid or volunteer position, results in some anxiety on the part of the interviewee. Therefore, the first job of the interviewer is to make the volunteer feel comfortable. Be a gracious host - don't keep people waiting.

3. Above all, be sure the potential volunteer leaves with his/her self esteem intact. If, during the interview, it becomes obvious you cannot place the volunteer within your program, explore other options. Provide the volunteer with a referral to another program. Take time to make the interviewees feel good about themselves and their ability to become involved.

4. Make introductions. Introduce yourself and anyone else who may be in the area. Make sure you learn what name the interviewee would like to go by - often a Michael would prefer Mike - but do not assume this to be true.

5. Do not allow interruptions - they are discourteous, destroy thought processes, and greatly increase the anxiety level of the interviewee. If you must accept telephone calls, for example, let the interviewee know in advance that this is necessary and apologize for whatever inconvenience they may cause.

6. Talk briefly about the volunteer's application, noting things of interest. This sets the tone and lets the volunteer know you took the time to read the application.

7. Set a structure for the interview. Verbalize what you are doing, learn the volunteer's expectations, how he/she learned about the program, etc.

8. If you plan to take notes, ask permission to do so and try not to be too obtrusive in your notetaking. DO NOT take notes during revelations that may be painful for the interviewee.

9. Ask open-ended questions and try to utilize a conversational style whenever possible, rather than an interrogative style:

Interrogative	Conversational
Question*Response	Question*Response*Comments/Discussion
Question*Response	Question*Response*Comments/Discussion

See the difference?

10. Avoid invading the individual's privacy. Keep the interview on track.

11. Be an animated listener - paraphrase and check perceptions often.

12. Be aware of your own non-verbal communication -- be friendly and alert.

13. Be aware of how the interviewee is making YOU feel. Why?

14. Avoid leading questions, but use the echoing technique to get clarification: "That job was sort of Mickey Mouse so I left." "Mickey Mouse?"

15. Silences are anxiety producing in an interview situation. Try not to let them go on too long.

16. SUMMARIZE at the end - let the volunteer know what to expect from here and what kinds of options are available. Negotiate the job particulars if that is appropriate.

17. If a match is made, set up the day and time for the volunteer to report for orientation.

18. If you are unsure, asking for and checking references can help you make an informed decision.

◁ ORIENTATION ▷

A volunteer is a representative of your program, so it is important that you provide him or her with the kind of information needed to represent it properly. In addition to the program skills or particular service the new volunteer brings to your program, his or her contribution to public relations is one that should never be overlooked.

Orientation is often the beginning step in a training program. It is a process that provides the volunteer with a basic understanding of the organization and its various components. The basics of an orientation are really quite simple -- so simple, in fact, that they are often overlooked. It is important to remember that what seems obvious to some may be quite confusing to the new volunteer. An effort should be made to fully acquaint him or her with the agency and the environment.

? ARE THERE SOME THINGS THAT SHOULD ALWAYS BE INCLUDED...

Yes, always include:

1. agency history
2. the purpose and objectives of the organization and its role in the community; the purpose, objectives and role of the component for which the volunteer will be working
3. the administrative structure, how governing body relates to staff, to the public, to clients, and to volunteers
4. fund raising policies, funding sources, and procedures.
5. personnel policies relating to procedures and regulations that pertain to volunteers (i.e., insurance, safety, parking, coffee breaks, etc.)
6. rules and regulations pertaining to the volunteers and an interpretation of their duties, rights, and role in the agency.

? WHAT ABOUT AN ON-SITE ORIENTATION...

While it is important for the volunteer to understand the entire agency and how he or she fits into the total picture, it is just as important that the volunteer get to know the specific program component for which he or she will be volunteering. This is why the more indepth orientation and training usually takes place after the volunteer has been placed in a specific position. Here are a few items that are usually covered in such an orientation:

1. staff introductions.
2. practical details such as where to leave coats and personal items, use of the lunchroom, coffee, use of the telephone, parking, etc. Don't forget to let the new volunteer know where the restrooms are!
3. background information on your program component - history, current projects or activities, general organizational structure, seasonal schedules, etc.
4. rules and philosophies (this is often critical when working with young children or disabled populations where consistency is so important).
5. introduction to supervisor and review of job descriptions. This portion of the orientation should provide an opportunity to formally set the volunteer's work schedule and to negotiate the various components of the job.
6. record-keeping (signing in and out, time log reports, etc.).
7. staff roles and responsibilities. Let the volunteer know who will be able to provide direction or assistance in the absence of the supervisor.
8. materials needed to do the job. Let the volunteer know where additional supplies can be found and where his/her office space will be.
9. a training plan for the volunteer's continued training. If all training will be "on the job", the volunteer needs to know this and feel comfortable with it. Sometimes a supervisor assumes that a volunteer does not need or want training when, in fact, the volunteer would really appreciate a "refresher" in certain areas or training that would result in an expansion of the volunteer assignment. It is important that the supervisor ask the volunteer initially what kinds of training would be most helpful (over and above any formal training that might be required) and check back to learn of training needs that may be identified.

◁ TRAINING ▷

The distinction between orientation and training is often quite fine. Ongoing one-to-one training begins with the orientation session and continues indefinitely. The amount and type of training the volunteer should receive depends upon his/her past experience, the particular need of the volunteer, and the amount of skill required to do the job. The training program can be simple as long as it provides the volunteer with the knowledge, skills, and attitudes necessary to perform effectively on the job.

Many volunteer jobs require an "on-the-job" question/answer/demonstration style training. This type of training is both legitimate and necessary. It should never be taken for granted! Outline the training plan -- make it clear to the volunteer and the trainer. Recognize that training will take some time and make allowances. Be certain the setting is comfortable and that the volunteer will feel at ease about asking questions or getting clarification. Take some time away from the program site to review the job and answer any questions or concerns the volunteer may have.

? DO VOLUNTEERS APPRECIATE TRAINING...

Yes, many times staff feel uncomfortable planning training for volunteers. They feel volunteers would rather not take the time to be trained. Experience shows otherwise. Volunteers appreciate knowing they will be given some training. No one wants to be sent into a strange place to do a job without some knowledge of the environment, the particulars, and the expectations of staff and participants. Many times volunteers will come to you with a willingness to give their time and talent, but will be hesitant because of a lack of specific training in the area. They are relieved to learn that you plan to provide them with the training they need - whether it be simply a "brush up" on a rusty skill or a new one to be developed. You are not expected, however, to train someone to be a gymnast, for example, if the volunteer does not already have the basic training! Regardless of the type and style of training you deem appropriate for the volunteer, the training is an important part of the volunteer experience. It communicates to volunteers that you care enough to take the time to be certain they perform to the best of their capabilities. It also says you care about the program and the people who participate in it -- you won't put an untrained volunteer in charge!

? HOW DO I PLAN GROUP TRAINING SESSIONS...

When planning a group training session, you'll want to:

1. Identify skills needed to do the job. The purpose of your training session is to provide the volunteers with an opportunity to develop, practice and refine those skills.
2. Organize the resource materials that you can provide the volunteers to take home and digest or practice what was learned in the session.
3. Try to identify some basic characteristics of the group (age, background, etc.) and focus the training session accordingly.
4. Identify resource people, both staff and volunteer, and utilize them in your session.
5. Consider the physical setting. Make sure it is comfortable, appropriate, and away from interruptions.
6. Make your training sessions fun. Encourage active feedback and participatory training whenever possible. Do not stand up and lecture for several hours.

HELPFUL HINTS

1. Skills training can be designed for both staff and volunteers. Include both. Find out what kinds of training are being planned in other departments - or by other agencies. Often your staff or volunteers would be welcome to attend.
2. Plan your training sessions so that they can be of greatest benefit to the total agency. Let others know what you are planning, invite them to assist. For example, if you are planning a session for training your Community School's Open Gym volunteers in supervisory skills, contact other community schools and teachers within your own building to invite them to participate.
3. Develop training packets/formats which can be used over and over again. Try to avoid reinventing the wheel. Once the basic information is put together, it can be reused effectively and efficiently.
4. Review your training materials to determine which items, if any, could be just as effectively presented as a part of the orientation packets or the job descriptions.
5. Be creative! Be flexible! Review from time to time ideas volunteers may have about their need for more training. You would be amazed at their ability to identify needs and their willingness to attend such sessions.

◁ SUPERVISION ▷

Volunteers should know who is responsible for the volunteers in your program. Therefore, a job supervisor should be identified for each volunteer position. This may be the same person or may vary - depending upon the nature of the program and the variety of ways in which you utilize the services of volunteers. The staff person supervising volunteers should have a good understanding of what is expected of the volunteer and what is expected of the supervisor in return for support, training and encouragment of the new volunteer. Supervisors should be committed, willing, warm and accepting when working with a volunteer and excited about the potentials involved. They will play a big part in the volunteer's experience with your program.

The person designated as supervisor has the primary responsibility to make the volunteer feel welcome and part of the team. The best overall strategy for supervising volunteers is to make them feel as much like paid staff as possible. The volunteers should receive at least as much attention, support, direction and recognition as paid staff and, like paid staff, should be given real responsibility and accountability.

? WHY DOES THE VOLUNTEER NEED ONGOING DIRECT SUPERVISION...

Good supervision

1. Assures the full utilization of the volunteer's skills and energy to the advantage of your program;
2. Allows the volunteer to grow and develop through his/her activities;
3. Maximizes the benefit and satisfaction to the volunteer from his/her work experience; and
4. Provides a forum for discussing problems, giving appraisal, evaluation and appreciation.

HELPFUL HINTS

If your supervisor has no previous supervisory experience, he/she may require training before assuming this new role!

The kind of experience volunteers have in the first few contacts with your program will determine the attitude they take toward their jobs, their training, and the agency in general. Supervisors play an important role in the volunteer's experience.

The mistake of giving a volunteer too little to do is made more often than that of giving too much. People will measure up to the demands of a real job - provided it is clearly defined and has support of staff. Often supervisors become frustrated because a volunteer keeps coming back saying "OK - what do you want me to do next?" This is a good sign that the volunteer is capable of accepting a more complex assignment. Perhaps his/her job should be re-evaluated and expanded to keep the volunteer challenged and productive.

Be sure to let the volunteer know to whom he/she is to report if the supervisor is out of the building. It is disconcerting to be met with blank stares when you seek assistance with a task or answers to a question about your volunteer assignment. KEEP STAFF INFORMED ON WHAT VOLUNTEERS ARE DOING WITHIN THE PROGRAM. Include volunteers at staff meetings whenever possible and appropriate.

◁ EVALUATION ▷

The quality of the volunteers' work will have to meet the standards of your program. If the volunteer has been adequately oriented, if his job is clearly understood, if he has received the help he needs to perform the job from a supportive supervisor, evaluation and appraisal should not be a threatening experience for either the volunteer or the supervisor. Appraisal and evaluation should be a part of the ongoing supervisory process, not the subject for a "special meeting". Neither should appraisal wait until the volunteer has completed his/her assignment. Problems should be discussed as they arise and praise given liberally when it is earned.

Again, the JOB DESCRIPTION is of the utmost importance. You can only supervise a volunteer in relation to what your and his/her understanding have been of the duties outlined in the job description. Many agencies ask that the volunteer sign the job description as he/she would a contract, indicating that the volunteer understands what is expected, including time and abilities. Some agencies use a separate contract form for volunteers or have applications that also serve this purpose. They establish a formal agreement with their volunteers, including deadlines and performance indicators.

In reviewing a volunteer's performance, identify strengths and areas where more training may be needed. Work out a training plan for the volunteer to help him/her improve or to learn more about an area of interest. Watch for signs of boredom and work with the volunteers to create new dimensions to the job to rekindle interest. If a volunteer's behavior or performance has been totally unsatisfactory, let him/her know and establish a work improvement plan. This plan should be very clear with measurable objectives and should be dated. At the end of the improvement period, a second evaluation session should be held. If improvement has not been at an acceptable level, the volunteer will then know that his/her service must be terminated.

RECOGNITION

Appreciation is a sensitive awareness, according to the dictionary...an expression of admiration, approval or gratitude. The reasons why individuals volunteer vary widely. The greatest rewards are the personal satisfication derived from the work experience and the appreciation expressed and implied by the staff and the program participants who benefited from the service.

It is ironic that recognition is usually discussed in the context of volunteers. Staff need the same amount of recognition. On-the-job praise is an important way to give encouragement to staff -- paid and unpaid. Volunteers, however, are often less sure of their value and are in need of assurance and support.

Make recognition a habit and be generous in giving it, privately and publicly. Give recognition for the work done -- not just to the person. It should not be a one-time thing. Do not wait for an annual Volunteer Recognition Reception to say thanks. If the volunteer is welcomed with a pleasant word, a smile or a wave of the hand across the room and a similar thank you at the end of the job, the volunteer has a sense of gratification which is his/her fee for free services rendered.

Remember, even when things seem to be running smoothly, there may be volunteers whose patience is tried and whose interest is lagging. An occasional pat on the back and assurance that you appreciate the conscientious job they are doing, often helps counteract feelings of frustration, insecurity, and fear of failure.

? WHEN SHOULD RECOGNITION BE GIVEN...

- For interest shown by volunteer
- For dependability, promptness, usefulness
- For initiative on the job
- For quality and continance of services
- For extraordinary service given - over and above the call of duty
- For completing a job
- etc., etc., etc.

? HOW CAN RECOGNITION BE GIVEN...

- Personal praise of the volunteer on the job
- Letters and postcards of thanks and informal certificates of appreciation
- Asking the advice of volunteers -- especially effective when advice is followed!
- Identification pins, buttons, T-shirts
- Recognition of a special contribution in newspaper, bulletin board, or just in a staff meeting or one-to-one conversation
- Giving the volunteer a more complex assignment
- Telling the "powers that be" of the volunteer's contribution
- Newspaper publicity and photos
- Special award nomination -- invitations to annual award functions

TERMINATION

? ARE THERE TIMES WHEN IT WILL BECOME NECESSARY TO TERMINATE A VOLUNTEER...

Yes. It is VITAL that this be done with minimal criticism to the volunteer. The supervision and evaluation processes may provide a means of helping the volunteer see why he/she should leave. If possible, alternative volunteer positions should be offered - or a referral to other agencies - the Volunteer Bureau or R.S.V.P.

There are no easy ways to terminate a volunteer and no pat answers. It is difficult even for the most experienced supervisor. However, if appropriate steps were followed initially, the decision can and should be the volunteer's and, therefore, should not require a confrontation.

When possible, the original job assignment should include the date the assignment will end. This provides an opportunity to release the volunteer gracefully and gives the volunteer a way "out" too, if needed.

SAFETY CITY HISTORY/GUIDELINES

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT
College Station, Texas 77840

SAFETY CITY
COLLEGE STATION I.S.D. · · COLLEGE STATION, TX

"SAFETY CITY IS FOR OUR CHILDREN;
IF ONE CHILD'S LIFE IS SAVED
BECAUSE OF THIS SAFETY PROGRAM
THEN ALL OUR EFFORT HAS BEEN WORTH IT."

BACKGROUND OF SAFETY CITY

A unique safety program was born in College Station on July 12, 1978. Area civic, business, and educational leaders; teachers; parents; and children joined in for groundbreaking ceremonies for Safety City, a permanent facility designed to teach children bicycle, pedestrian, and motor safety. Located behind Oakwood Campus on Timber Street, the miniature city will reinforce for elementary children the teacher-designed safety curriculum taught them in the classrooms. A Safety Officer from the College Station Police Department will guide them through the practical application of safety while in the city. No other city offers a program quite like this one.

Safety City was conceived a year ago out of concern for College Station's bicycling children. Councilwoman Anne Hazen, representing the College Station Safety Committee, requested that the Police Department develop a Bicycle Safety Curriculum for elementary-aged children. They, in turn, asked the Community Education Neighborhood Advisory Council for assistance.

Under the guidance of the NAC, a Safety Committee was formed in August 1977, with the following members serving: Sue Keeley, Chairman; Diane Church; Anne Hazen; Major Edgar Feldman, College Station Police Department; Nancy Beamer; Nancy Morrison; Tim Keneipp, Project Architect; Dr. Maurice Dennis, Safety Education Department at Texas A&M University; Mike West and Gary Wolff, Office of Traffic Safety; Tom Glenn, Coordinator of Community Education; Mike Sandlin, Construction Coordinator for the Safety City Project.

On February 20, 1978, the A&M Consolidated Board of Trustees agreed to donate land for a Safety City, to help write a curriculum guide for grades K through 5, to provide transportation to and from Safety City, and ultimately to donate a "little red schoolhouse" for the facility. On February 22nd, the College Station City Council voted to give the NAC Safety Committee $15,000 for the initial development of the facility, all initial and operating utility costs, a part-time Safety Officer, and ultimately to donate a large storage shed. Community businesses and organizations donated buildings, materials, and services toward its construction.

Safety City, which officially opened and was dedicated October 5, 1978, is the culmination of community interest and support and of countless hours given generously by the Community Education staff and the NAC Safety Committee.

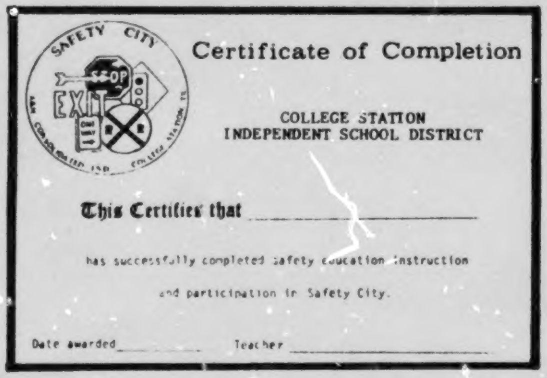
The Safety City experience is intended to supplement, compliment, and reinforce the safety units taught in the classroom. It is not intended to be a singular experience separate and independent of "school". Safety City should be a yearly experience for students in grades K through 4. It should develop good attitudes and understandings, as illustrated in the curriculum guide. The following is a recommended schedule to be used in scheduling the laboratory experience for Safety City. Alternative scheduling can be arranged. Also listed are the necessary activities or arrangements that need to be made.

K - 4TH GRADE

LAB TIME	BUS ARRIVES AT SCHOOL	STUDENTS RETURN
9:00 - 9:45 A.M.	8:45 A.M.	10:00 A.M.
10:00 - 10:45 A.M.	9:45 A.M.	11:00 A.M.
11:00 - 11:45 A.M.	10:45 A.M.	12:00 NOON
1:00 - 1:45 P.M.	12:45 P.M.	2:00 P.M.

The laboratory phase of Safety City should be scheduled between September 15 and November 15 for the fall, and between March 1 and May 15 for the spring. Safety City should be scheduled at least once a year - or more if desired or needed. The Safety Officer of the College Station Police Department should be scheduled to speak to a minimum of three classes simultaneously for the efficient use of the officer's time. Thirty minutes should be reserved for that in-school presentation.

Listed below are the activities and arrangements to be completed or made for the Safety City Unit.



Certificate of Completion

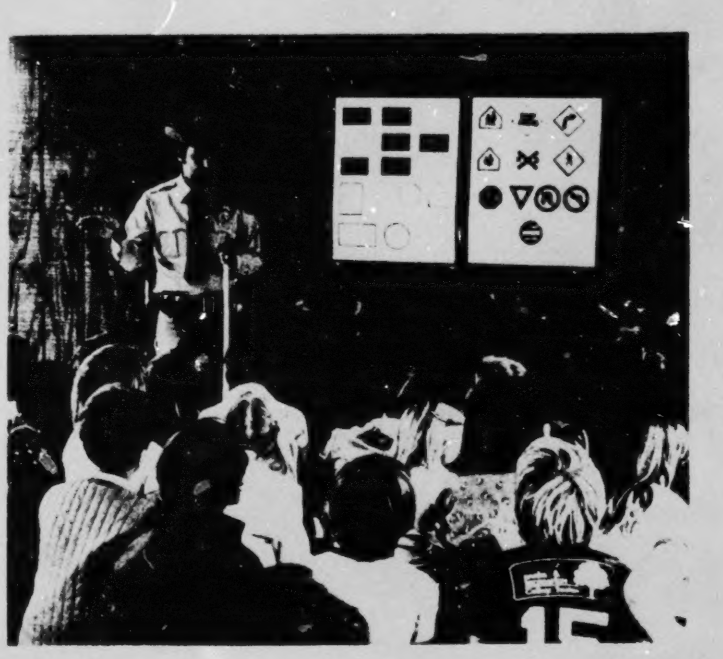
COLLEGE STATION
INDEPENDENT SCHOOL DISTRICT

This Certifies that ____________________

has successfully completed safety education instruction and participation in Safety City.

Date awarded __________ Teacher ____________________

The above Certificate of Completion is available upon completion of the safety education program and lab phase of the Safety City program. These certificates are available to the teacher upon request from the Community Education office.



Community Education Office Responsibilities

1). Schedule Safety City volunteers
2). Arrange for opening of Safety City
3). Repair of vehicles and equipment
4). Provide volunteer training
5). Schedule two volunteers per class
6). Notify volunteers if lab is cancelled

Principal's Responsibilities

1). Safety Unit taught - Safety City Curriculum Guide followed
2). Police presentation to classes scheduled
3). Safety City scheduled with Community Education office
4). Bus transportation arranged with Transportation Office
5). Police officers scheduled for Safety City
Office hours - 8A.M.- 5P.M. M - F; CSPD phone: 696-8864
6). Cancel Safety City lab if weather or circumstances do not permit and Notify: Police officer, Transportation, and C. E. office

SAMPLE COMMUNITY EDUCATION/K-12 INTEGRATION PROJECT

THE BETTER LEARNER PROGRAM

CONTRACT

As parent (s) of ____________________, we hereby express our interest and willingness to join with Bay City School District in a special effort to make our fourth/fifth grader effective in the skills of mathematics by the end of the 1982-83 school year. We therefore agree to spend time to accomplish the following:

1. One parent will drill ____________________ in the multiplication tables each night for 15 minutes.
2. One parent will ask for math papers completed in the classroom that day and help their student with homework.
3. If no homework has been assigned, one parent will assign seven or eight practice problems similar to those the student brought home that day three times a week.

As teacher of ____________________, I hereby express my interest and willingness to join with the parent (s) in a special effort to help ____________________ become an effective math student by the end of the 1982-83 school year. I therefore agree to spend time to accomplish the following:

1. Assist ____________________ with class assignments on a one to one basis.
2. Provide drills and practice on basic skills such as multiplication tables.

As two parties interested in ____________________ effectiveness in math skills, we jointly agree to meet together at least once in the first two months of 1983 and again at the end of the school year to discuss the effectiveness of the stipulations of this contract.

We thereby join in this partnership this ____________ day of ____________, 1982.

Parent (s) ____________________

____

Teacher ____________________

Principal ____________________

Alternative Physical Education Program

APPLICATION FOR ADMITTANCE

Student's Name

Parent's Name

Address City

Home Phone Business Phone

School Attending

Grade

Student's Signature

Parent's Signature

Reason for taking this course:

_______For course credit

_______As an elective

Continued next page

PROGRAM DESCRIPTION

The Alternative Physical Education Program is designed to provide 135 clock hours of physical education for students who cannot meet the state physical education requirement during the regular school day due to scheduling limitations and to provide enrichment for students with interests in physical education.

ORGANIZATIONAL MEETING

An organizational and orientation meeting for interested students and their parents will be held August 30 at 7 p.m. in Room 4, Texas Senior High School, 2112 Kennedy Lane, Texarkana, Texas.

Purpose of the meeting is to discuss the program, review the schedule of activities, and receive applications. All students interested in participating in the program must attend this session.

STUDENT REQUIREMENTS

Students will participate in 100 hours of scheduled activities. They will also maintain a written folder containing the following:

1. List and description of each activity included in the course on form to be provided.

2. Written narrative including history and development, rules, researched materials, etc., for bowling, jogging, basketball, volleyball, tennis and golf.

3. Log of 30 hours additional participation in individual sports of the student's choice--golf, racquet ball, tennis, jogging, fishing, bicycling, archery, softball, baseball, soccer, bowling, basketball, etc. The log must include, on a form to be provided, the date, location and hours.

SELECTION OF STUDENTS

The class will be limited to 30 students. Participants will be selected on the following basis:

1. Students must be officially enrolled in the seventh or eighth grade at Pine Street or Westlawn Junior High School.

2. Students and their parents or guardian must attend an orientation meeting to discuss program objectives and requirements.

3. Students must complete an application and have the written consent of their parents or guardian.

4. Priority for selection:
   a. First priority will be given to students who are unable to fulfill state requirements for physical education during the academic day.
   b. Second priority will be given to interested students who are enrolled in the Humanities Program.
   c. Third priority will be given to other students who want to take the program as an enrichment activity.

5. Students must have a grade average of B in all academic subjects for the last grade reporting period.

ADDITIONAL INFORMATION

Additional information concerning this program may be obtained from

James R. Moffatt
Larry E. Johnston
Community Education Office
Adult Learning Center
2315 West Tenth Street
Texarkana, Texas 75503
Telephone 214/792-9341

Texarkana Independent School District

Regular School Program (K-12) and Community School Program
Integration Ideas

____ Public Awareness of K-12 Programs:

Community education has provided information to the public about different K-12 programs throughout the district. The public has become more aware of school activities. A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

____ Sense of Pride:

Teachers at the pilot community school have stated that the community school program has instilled a sense of pride in K-12 students as to care and the loyalty to their school. Monies obtained through the community school program have enabled the community education director to purchase things such as needed P.E. equipment and two attractive school marquees for the pilot and non-pilot schools. ALICE INDEPENDENT SCHOOL DISTRICT

____ K-12 Program Enriched:

Through the use of volunteer instructors and the resources of community agencies and organizations, the community school program enriches the K-12 program at a reduced cost to the school district. For example, the following have been implemented: (1) Basic skills enrichment courses such as Math Magic, Science Is Fun, Reading Clubs, etc; (2) Individualized tutoring for those in need of remedial education (courses not available in school); (3) Fine or performing arts activities (conversational Russian, Computer Programming for elementary age students); and (4) Gifted student activities. AUSTIN INDEPENDENT SCHOOL DISTRICT

____ CARES Volunteer Program:

The CARES program is designed to provide volunteers to work with youth during the K-12 day. The program is having a positive effect on teachers and students, with student participation showing measurable growth. BAY CITY INDEPENDENT SCHOOL DISTRICT

____ Summer Resource and Speech Therapy Program:

Summer Resource and Speech Therapy Program is an extension of the regular school year for K-12 youth. This program offers to students an opportunity to seek remedial aid during the summer months. BURKBURNETT INDEPENDENT SCHOOL DISTRICT

____ Recreational and Enrichment Activities:

The community school program has provided recreational and enrichment activities for all grades, K-12. This has had the effect of expanding the curriculum in the area of electives and meets a definite community need. BURLESON INDEPENDENT SCHOOL DISTRICT

____ Gymnastics for K-3:

The community school gymnastics program has led to the development of a K-3 activity program to be included in the regular curriculum. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

____ Dropouts, Absenteeism, and Vandalism Reduced:

Statistics prove there has been a decrease in the number of dropouts, absenteeism, and vandalism in the K-12 program as a result of the implementation of the community school program. CANYON INDEPENDENT SCHOOL DISTRICT

____ Non-Achievers:

A summer school for grades 6, 7, and 8 was provided under the direction of community education to assist those students who have difficulty achieving in a regular classroom. The school is used to aid students who were not promoted and remedial. CEDAR HILL INDEPENDENT SCHOOL DISTRICT

____ Enrichment, Remedial, Resource People, and Meeting Places:

Enrichment and remedial programs have been initiated during after school, evening, and summer. The use of resource people residing within the community by day school teachers has increased, as well as increased use of the school as meeting places for various organizations. COMAL COUNTY INDEPENDENT SCHOOL DISTRICT

____ Council Identifies Needs:

The advisory council reviewed the needs of all K-12 youth and implemented the following: 1. Summer Reading Program. 2. Summer Career Orientation and Counseling Sessions with high school CETA youth. 3. Future Teachers of America helped with community survey and assisted the community education director with opening of school inservice meetings for all CISD personnel. (All students K-12 are aware of community education as a part of the total school program.) COLORADO INDEPENDENT SCHOOL DISTRICT

____ Summer Elementary Library Program:

As measured by increased enrollment, the summer elementary library program has influenced elementary age students' attitudes toward school and reading. CROWLEY INDEPENDENT SCHOOL DISTRICT

Older Adults Enrich History Curriculum:

The community school program has provided a link between older adults and public school students by utilizing the first-person experiences of older adults to enrich the history curriculum in three elementary schools. Communication was through letters, tape recordings, and, in some cases, guest lectures and visits to the schools. EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

German for Children:

German for children has been an excellent program to help children of Gillespie County understand the culture in which they live. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

Preschoolers Problems Identified:

The project to locate and identify pre-school children with potential learning problems in order to plan a better developmental environment has proven most beneficial to later school success. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

Intramurals After School:

Implementation of an intramural after school program has been successful. GARLAND INDEPENDENT SCHOOL DISTRICT

High School Students Benefit:

Enrichment classes were organized for students interested in shorthand, typing, and other courses in the community school that could not be scheduled during regular school. They were given credit for passing competency tests. KERRVILLE INDEPENDENT SCHOOL DISTRICT

City and School Construct Facilities:

The joint application for the receipt of the federal funds to construct tennis courts and a new baseball field on school property by the city and school was approved and implemented. MARLIN INDEPENDENT SCHOOL DISTRICT

Baseball Field Lighted:

Money was raised through projects to light the baseball field. MILFORD INDEPENDENT SCHOOL DISTRICT

Citizen's Committee for Better Schools Organized:

The community school program has helped to bring to light the fact that the schools are owned by the local citizens, making local school officials more aware of local public opinion. This has been evidenced in the formation of the Citizen's Committee for Better Schools. ROCKDALE INDEPENDENT SCHOOL DISTRICT

_____ Gifted and Talented Program:

The after-school community school program is seen as the vehicle for providing a special gifted program for talented students. The curriculum at our school is being developed for expansion to a gifted and talented curriculum, but until that is feasible, community school classes can provide those special enrichment classes that are currently unavailable. ROCKWALL INDEPENDENT SCHOOL DISTRICT

_____ Professional Growth Activities for Teachers:

Many teachers have participated in professional growth activities organized by the community school program. The activities can include formal and informal professional enrichment activities. WEATHERFORD INDEPENDENT SCHOOL DISTRICT

_____ High School Students and Elective Courses:

High school students with a rather limited choice of elective courses may use their evening or summer hours to learn new skills for credit or non-credit. More emphasis was placed on cultural awareness and health and safety instruction. WEST INDEPENDENT SCHOOL DISTRICT

* *

_____ Many Programs Enhance K-12:

In cooperation with the community education office, the following have been developed:

a. Traffic Safety Curriculum for Elementary Schools
b. Development of a Safety City
c. Parent Volunteers Program
d. Reading Tutors
A&M CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

_____ Take Your Pick:

a. Joint curriculum planning meetings between community school and K-12 instructors were organized (St. Elmo).
b. Science enrichment programs were developed (Mathews).
c. Joint planning of tutorial services were organized (Cook).
AUSTIN INDEPENDENT SCHOOL DISTRICT

_____ Several Picks:

a. The summer resource and speech therapy program is a continuation of the special education services provided to elementary school students during the regular school term.
b. Art and music enrichment and skill development classes were developed for elementary youth in art and music.
c. Recreation for K-12 students during the summer months were organized. BURKBURNETT INDEPENDENT SCHOOL DISTRICT

Gymnastics:

This program has helped to initiate a similar program in the school district. It brought a response of support from parents and school personnel. CALHOUN COUNTY INDEPENDENT SCHOOL DISTRICT

Benefits:

a. Students were able to participate in classes and activities not offered in the regular K-12 curriculum.
b. Vandalism was reduced.
c. Attitudes toward education and toward the school were improved.
d. Fewer dropouts have occurred.
e. Tutoring classes helped students with the regular curriculum. CANYON INDEPENDENT SCHOOL DISTRICT

Better Equipment Provided:

As a result of the adult art and photography classes, more and better equipment has been purchased for both high school students and adult participants. CLEBURNE INDEPENDENT SCHOOL DISTRICT

After School Tutoring, Summer Reading and Recreation:

Principals and teachers recommended the tutoring program to the parents and also referred the students. Bilingual children needing these services advanced two or more grades. The Summer Reading & Recreation Program also has had a direct influence on the K-12 Program. COLORADO INDEPENDENT SCHOOL DISTRICT

Summer Enrichment Programs:

Classes were organized at an elementary school to provide enrichment and remedial activities during the summer months. This concept was expanded to include three campuses. COMAL INDEPENDENT SCHOOL DISTRICT

Tumbling Toward a P.E. Program:

As a result of a successful tumbling class, the school administration is planning a more varied and organized physical education program for the next school year. CROSBYTON INDEPENDENT SCHOOL DISTRICT

From German to Charm School:

a. German classes were offered to the first through sixth grade students.
b. Music Theory classes were organized.
c. High school students were enrolled in typing, shorthand, karate, and ballroom dancing classes.
d. Students took a charm school course taught by a professional model. FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT

Resource Profile:

Through the community education office, a list of contact people to be used as resources was expanded. FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT

"Project Go" for the Gifted and Others:

Community education offered classes for gifted children and others through "Project Go." Many children not identified as "gifted" produced excellent work. Many parents were pleased that these classes were offered out of concern their child might not be considered "gifted or talented." This resulted in less criticism for the school system. GEORGETOWN INDEPENDENT SCHOOL DISTRICT

Choices:

a. Gymnastics for K-5 students were organized.
b. High school health classes participated in Cardio-Pulmonary Resuscitation (CPR) seminars.
c. Motor skills development courses not available in the regular K-12 program were developed.
d. High school students participated in local Cancer Society and Heart Association projects. GRAPEVINE INDEPENDENT SCHOOL DISTRICT

Enrichment Classes and Curriculum:

Enrichment classes were incorporated in the curriculum for grades six through eight. HAMLIN INDEPENDENT SCHOOL DISTRICT

Super School:

This program offered extra-curricular programs for all public and parochial school students. It brought 112 students from the two schools together for after school programs. HITCHCOCK INDEPENDENT SCHOOL DISTRICT

Districtwide Art Fair:

The first annual Districtwide Art Fair was organized. One purpose of the art fair was to increase art awareness of the K-12 students. High school students acted as judges. LA VEGA INDEPENDENT SCHOOL DISTRICT

For Working Parents' Children and Others:

The After School Enrichment Program, Parks and Recreation Program, and other student activities provided social enjoyment to students who were unable to participate before. This program assures working parents that their children are involved in a safe and beneficial program after school. LOCKHART INDEPENDENT SCHOOL DISTRICT

More K-12 Integrated Activities Planned:

High school students enrolled in typing classes not scheduled during the regular school term. The community education and curriculum coordinators planned advanced classes for the gifted and talented and learning programs that will provide fun and, hopefully, learning experiences for all ages. ROCKDALE INDEPENDENT SCHOOL DISTRICT

Children's Theater and College:

The children's theater led to an increased interest in fine arts at the K-6 level. Enrollment of high school seniors in Eastfield College classes offered academic enrichment to these students. ROCKWALL INDEPENDENT SCHOOL DISTRICT

Operation Switch:

Efforts were made to take the classroom into the community and to bring the community into the classroom. For example, first through fifth grade teachers and 30 parent volunteers spent one day at a National Wildlife Refuge. Parents and teachers supervised learning stations. At the middle school level, language arts students attended James Dickey's poetry reading at Austin College. Hobby clubs with community members as activity leaders were also formed. Sherman High School and the Chamber of Commerce planned Operation Switch. The Chamber provided programs for students about work opportunities while parents of those students attended high school classes. SHERMAN INDEPENDENT SCHOOL DISTRICT

Artist Round-up Time

TO: Parents of Kindergarten and First Graders

FROM: Pat Knebel, Community Education K-12 Enrichment and Supportive Program

SUBJECT: Registration for art classes

Students will be offered a variety of challenges when they begin to create using a wide range of exciting materials. Projects will include painting, drawing, and sculpting.

It is our desire that the child's reading abilities will be enriched by providing art as a basic skill. The course will stimulate visual awareness and the excitement of creating and doing!

The art courses will begin the week of January 24, 1977 and continue through the week of March 28, 1977 from 3:15-4:30.

Spanish For The Younger Set

TO: Parents of Kindergarten and First Grade Students

FROM: Lurinda Barton, Assistant Director of Community Education

SUBJECT: "El Globo Amarillo"

For your child's pleasure, we are offering a conversational Spanish class, "El Globo Amarillo," in grades K-1.

The class will consist of enrichment activities in literature, music, art, and dance.

It has been determined that children can learn several languages at one time, and that it is particularly successful while beginning reading is taking place.

If you are interested in having your child involved in this rewarding experience, please fill out the form below and return it along with $4.00 to the school secretary by October 3, 1977.

The class will be taught by vivacious Judi Benestante. It will be offered every Thursday for six weeks, beginning October 6 and ending November 10 from 3:30-4:30. It will be held in the Bay City Junior High School Library. NOTE that this class has been changed from the Pierce Library since the last notice.

ELEMENTARY LEVEL MATH WORKSHOP FOR PARENTS & CARES VOLUNTEERS

Thursday Feb. 24
Holmes School
Library

7:30 - 8:30 p.m.

MATH
4
5
9
12
13
25
X+Y=4

Math Curriculum Coordinator, Mary Brown, will give an overview of the elementary school math program. Participants will then meet in small groups with teachers who will demonstrate their teaching methods and give participants some fun home math activities for parents and their children. Teachers helping us are:

Charlsie Nygard - K & 1 grades
Patty Stavinoha - 2 & 3 grades
Stella Harrison - 4 & 5 grades

R.S.V.P. Community Education, 245-5766

EVALUATIONS

EVALUATING COMMUNITY EDUCATION

The following excerpt is taken from "Community Education Needs Assessment and Evaluation Guidebook", Nevada Department of Education, 1977, pp. 24-27.

Evaluation

The ability to establish objectives and assess needs improves each time the process is repeated. The type of evaluation used in a particular community may depend upon the expertise of the coordinator or members of the advisory group. Evaluation, as applied to Community Education, is a process in which measurement and judgment are combined to make decisions which will change and improve Community Education programs or processes.

If community educators sincerely believe in a process orientation, this philosophy must be incorporated into the evaluation process. Tabulations of programs offered and participants enrolled should no longer provide the sole basis for assessing the success or failure of Community Education. Consistent with this philosophy, community educators must concentrate on the process used in an evaluation, as well as the results of the evaluation.

The evaluation of Community Education programs and processes is a matter of determining whether or not the objectives have been met through the activities which were implemented to meet identified needs. If, for example, the needs have not been met, evaluation should tell where your process broke down, and what steps must be changed or modified to mee the objectives.

It is impossible to isolate evaluation from other Community Education processes. Evaluation must be an ongoing activity which permeates awareness, assessment, program development and other Community Education activities. As is true with all Community Education processes, citizen involvement should be sought. The benefits of such involvement include at least the following: (1) as a result of their involvement in the evaluation process, community residents are more likely to fill out evaluation instruments, as well as encourage others to do the same, thereby generating more valid data; (2) the evaluation process will be viewed less as a spying activity and more as a developmental process; (3) the Community Education philosophy, relative to citizen involvement, will not be violated; (4) there will be a greater likelihood of the community accepting and utilizing the evaluation results in modifying the Community Education program; and, (5) community residents will learn by taking part in the evaluation process.

Dr. David Santellanes, Northwest Center for Community Education, Eugene, Oregon, suggests a feedback system which will provide the community group with information relative to the impact that their efforts have having on the community.[1] This feedback system (Figure 8) is vital because it provides the basis for program decisions. Its sophistication may vary from face-to-face conversations with community residents to periodic community attitudinal surveys. The method will depend on its applicability in any given community.

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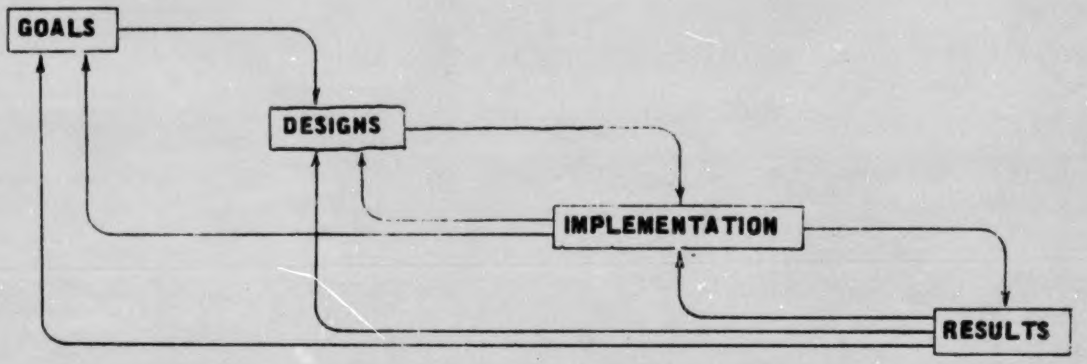
[1] David A. Santellanes, "Process Evaluation in Community Education". Community Education Journal. March/April, 1975. P.20-23

FIGURE 8

PROCESS FEEDBACK SYSTEM



Note: This system emphasizes reflection on previous steps to check on oneself. One progresses by constant backward relationships because a breakdown in any step has direct negative implications for the others.

This particular model emphasizes four basic ingredients:

1. Goals: Community education coordinators should facilitate the development of goals for the Community Education program. This should be accomplished by a representative group of community residents interested in community improvement. Once goals are developed, a critical look should be taken at the process used in their development. The process must be evaluated to assess the extent of community involvement as well as the system used, i.e., majority vote, consensus, etc. As evaluation is a continuous process, this assessment is necessary.

2. Designs: The development of designs (activities/processes) necessary to accomplish goals is the next step. Each goal will determine the type of design most appropriate for its accomplishment. The community education coordinator should involve residents in the consideration and determination of the most appropriate course of action. Again, the process used to determine the designs must be evaluated.

3. Implementation: How are the designs to be implemented? The social climate of the community and its history will be major determinants in answering this question. Past attempts at implementing particular designs and knowledge of the community's social climate will assist community educators and residents in their selection of an implementation strategy.

4. **Results:** An analytical look should be taken at the effects caused by the first three steps. Those directly affected by the intended actions should be involved in determining their effectiveness in meeting the program goals. The processes/instruments used to gather consumer reactions should also be assessed as to their effectiveness in gathering appropriate data.

If the results of a Community Education program are negative, an analysis of each step should be conducted. The negative results may be attributed to problems in any one of the four (4) steps. For example, a particular goal may not have been appropriate. If it was appropriate, the design (activity/process) used to accomplish it may not have been the best selection. If both the goal and design were appropriate, the implementation strategy used may not have been best suited for the target community. Finally, if all of the first three (3) steps were appropriate, the instruments/processes used to gather data may not have been relevant for gathering significant information for decisions relative to program effectiveness. An analysis of all steps (Figure 9) will usually identify the problem and corrective measures may be taken.

FIGURE 9

PROCESS EVALUATION MODEL

Questions to be Answered

Goals	Designs	Implementation	Results
What are the needs and interests of the community?	What activities/processes will accomplish goals?	What implementation strategies are considered?	What data-gathering and analysis processes will provide significant data?
How can these needs and interests best be met?	What alternative designs are considered?	What criteria are used for strategy selection?	What data-gathering and analysis processes are considered?
What method is used in the goal setting process?	What method(s) is used for design selection?	What selection process is used?	What data-gathering and analysis processes/instruments are selected?
Who is involved in determining community goals?	What criteria are used for design selection?	Who is involved in the selection process?	Who is involved in the selection and data analysis process?
How are people involved in the goal-setting process?	Who is involved in determining designs for goal achievement?	How are people involved in the selection process?	How are people involved in the selection and data analysis process?
	How are people involved in the design selection process?		

THE EVALUATION PROCESS

PLAN

DETERMINE EVALUATION PURPOSE & REQUIREMENTS

DEVELOP GENERAL EVALUATION PLAN

DETERMINE SPECIFIC EVALUATION DESIGN

SELECT OR DEVELOP ASSESSMENT INSTRUMENTS

CONDUCT

COLLECT DATA

ANALYZE DATA

USE

REPORT RESULTS

APPLY EVALUATION FINDINGS

A FRAMEWORK FOR THE EVALUATION
of
COMMUNITY EDUCATION PROJECTS

The following framework may be adapted to provide a local community education project with a set of evaluation procedures tailored to its individual needs.

Rationale for Evaluation

Evaluation of a community education project is essential to the maintenance and growth of that project. Information gained from evaluation provides a data base for sound decision making. Evaluation data may also be used to obtain new or renewal funds, to determine modifications in programs or procedures, or to plan expansion of activities. The evaluation should reflect the quality of the project as well as providing quantifying data.

The process of evaluation is basically one of determining how well efforts channeled through a community education project are meeting the stated goals and objectives of that project. To accomplish this, objectives must be stated in measurable terms and indicators found that can show how well the stated objectives are being met. These indicators may be either statistical (counted in some way) or opinions (ratings, statements, etc.). The evaluation process is designed to answer the question: What difference has community education made in a given community?

The Evaluation Framework

I. Decide for whom the evaluation is intended and how it is to be used.

  A. For whom intended

    1. Funding agencies
    2. School administrators
    3. Community or coordinating councils
    4. Boards of education or boards of directors
    5. Participants
    6. Potential participants
    7. Community at large
    8. Combinations of the above

  B. Uses

    1. Obtain new or renewal funds
    2. Report to administrative groups
    3. Determine needed modifications of programs and procedures
    4. Determine new programs or procedures needed or wanted
    5. Combinations of the above

II. Gather Demographic Data

A. Base line demographic data

1. Population of area served (number of persons and growth rate)
2. Ethnic make-up
3. Information on levels of educational achievement
4. Socioeconomic make-up
5. Geographic area served
6. Brief description of community

B. Community education project data

1. Brief historical sketch of community education in the community being evaluated
2. Organizational Structure - description and/or chart of structure
3. Finance (budget)
4. Personnel
    a. Employees (number and brief job description)
    b. Volunteers (number and brief description of duties)
5. Facilities available
    a. Buildings
    b. Rooms
    c. Areas (parks, gyms, ball fields, etc.)

III. Determine the Goals and Sub-Goals of the Community Education Project

A. Procedure to develop goals

1. Examine information about community and its needs and problems
2. Study sample goals
3. Consider needs of
    a. Individuals
    b. Community organizations, agencies, and groups
    c. Total area served by the community education project
4. Study available resources
5. List categories of goals
    a. Programs
    b. Services
    c. Help on individual problems or needs
6. Develop a first draft of goals
7. Get reaction to goals from broad spectrum of community
8. Revise goals

B. Personnel involved in determining the goals

1. Community Council(s) (Citywide and/or local)
2. Coordinating Council
3. Participants
4. Community members at large
5. Community educator(s)
6. Combinations of the above

C. Types of goals

1. Broad, long range goals
    a. Programs, activities, and services
    b. Human Relations
    c. Shared Power
    d. Economic Improvement
    e. Self Worth

2. Procedural goals
    a. Cooperation among community agencies
    b. Identification of needs, wants, and desires
    c. Community involvement
    d. Establish an unrestricted communication system throughout the community

3. Program and activity goals
    a. Recreational
    b. Vocational
    c. Educational (credit and non-credit)
    d. Leisure time classes and activities

D. Sample of broad goals of community education

1. To help unify the community
2. To seek the fullest sharing of resources
3. To facilitate cooperation among community agencies
4. To expand vocational, social, leisure time, educational opportunities
5. To develop personal potential
6. To develop individual self-sufficiency
7. To enrich individual, group, and community life
8. To be a growth facilitator of people
9. To place concern for people over subject matter
10. To develop a community communications system
11. To disseminate information
12. To gather information from the community
13. To develop a vehicle for problem-solving
14. To develop skills to facilitate problem-solving
15. To identify needs, wants, and desires
16. To identify community goals other than education
17. To facilitate collaboration among community agencies
18. To improve the citizens' perception of self, community agencies, and the community as a whole

IV. State Measurable Objectives or Specific Achievement Characteristics for Each Goal

A. Criteria for measurable objectives

1. Stated clearly
2. Within the capabilities of the project

3. Stated to describe the action of community education only. If other entities are involved, their permission should be obtained.
4. Measurable in time, quantity, quality, and result.
5. Stated as a single objective, without alternative.

B. Examples of a goal and measurable objectives

1. Goal--To offer opportunities and encouragement for persons to raise their educational level.

   Measurable Objective--To enroll 100 persons within the service area in high school completion within the first six months of the calendar year.

   Measurable Objective--To prepare 50 persons to take the test in the current calendar year.

2. Goal--To facilitate cooperation among community agencies.

   Measurable Objective--To organize by September 1, 19__ regular monthly meetings of all community agencies to discuss ways to cooperate.

   Measurable Objective--To publish a joint brochure by summer, 19__, containing the activities of five community agencies.

3. Goal--To organize requested activities and programs that no existing agency wishes to offer.

   Measurable Objective--To provide during the current calendar year five activities for girls between the ages of 8 and 15.

   Measurable Objective--To increase by 10 percent during the current calendar year the total number of activities or programs available within the service area.

V. Identify the existing or proposed procedures and programs to carry out each objective that may be evaluated.

Examples of programs and procedures to carry out the objective.

Objective--To enroll 100 persons within the service area in high school completion within the first six months of the calendar year.

Programs--1) High school completion program(s) offered locally,
2) Preparation for GED test offered locally.

Procedures--1) Identification of potential participants,
2) Contacting potential participants

VI. Develop specific indicators for measuring existing or proposed programs and procedures.

A. Types of indicators

1. Whether an activity or procedure exists
    - a. Existence of a clearinghouse for information
    - b. Formation of an agency representative council
    - c. Publication of a joint activity calendar or schedule
    - d. Existence of a community council and/or block clubs
    - e. Formal agreements between or among agencies
    - f. Existence of a program or activity

2. Statistical
    - a. Counting: Examples
        - (1) Activities offered or number of classes
        - (2) Participants and/or enrollees (new, previous, etc.) and number of persons contacted
        - (3) Number of buildings, rooms, and areas utilized; number of persons counselled
        - (4) Number of hours a facility is used; number of credit hours taken
        - (5) Referrals to or from other agencies; number of persons who complete a given program
        - (6) Training sessions or workshops held or attended
        - (7) Number of financial contributors
        - (8) Amount of money received and/or expended
        - (9) Number of volunteers
        - (10) Number of instructors
        - (11) Decrease in vandalism in dollars or incidents
        - (12) Cooperative planning meetings held
        - (13) Pre and post figures in any of the above areas
    - b. Percentages: Examples
        - (1) Increases in any phase of the project
        - (2) Decrease in vandalism or other areas of desired reduction
    - c. Calculated figures: Examples
        - (1) Impact of people who stay in area because of program
        - (2) Economic impact of increased training and skills

3. Opinions and anecdotes
    - a. Yes-No Response: Examples
        - (1) Expression of whether a program was helpful or met a need
        - (2) Expression of whether a program should be repeated
    - b. Degree of satisfaction
        - (1) How satisfied participants were with an activity
        - (2) Degree of assistance program participants feel they received
    - c. Open ended comments
        - (1) Suggestions for improvement
        - (2) Criticisms
        - (3) Expressions of satisfaction or dissatisfaction

(4) Anecdotal incidents
(5) Examples of positive or negative effect
(6) Agency comments

VII. Gather data based on the indicators developed

A. Personnel to conduct evaluation
1. Community council
2. Lay citizens
3. University community education personnel
4. Community educators
5. Agency and/or organization personnel (e.g. Jaycees)
6. Combinations of the above

B. Sources of data
1. Surveys
2. Questionnaires
3. Interviews of participants or citizens at large
4. Class and program evaluations
5. Participant and enrollee reaction
6. Return forms in papers, brochures, and handouts
7. Information gathered by other agencies
8. Community council and/or block club member comments
9. Official records and data (e.g. attendance records)
10. Conversation with community "pulse takers"
11. Schedules
12. Instructor, supervisor, and/or volunteer helper comments

VIII. Analyze and Organize the Data Collected

A. Evaluate each measurable objective in terms of indicators selected.

B. Present findings in a clear, concise, and objective manner.

IX. Assess the effectiveness of activities and procedures and modify current operation or institute new activities relative to the demographic data.

A. Personnel involved in interpreting data and making decisions based on that data.
1. Community council(s) (citywide and/or local)
2. Coordinating Council
3. A special representative committee
4. Boards or personnel of administrative agencies
5. Boards of funding agencies
6. Community educator
7. Combinations of the above

B. Use conclusions and decisions to improve or strengthen the community education project.

X. Write up and publicize the results of the evaluation.

COMMUNITY EDUCATION CENTER
SERVING TEXAS
TEXAS A&M UNIVERSITY

CENTER FOR COMMUNITY EDUCATION · COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
TEXAS A&M UNIVERSITY · COLLEGE STATION, TEXAS 77843

EVALUATION OF PROCESS: A Self-Analysis

Coordinator of Community Education: Are you involved in facilitating process?

A key dimension related to the degree of success of a Community Education project is directly proportionate to the efforts and personality of the project coordinator. Since each project is unique in terms of its needs, its resources, its current level of community involvement, etc., only you can determine whether or not the project is achieving process.

The following questions have been designed to be used only as a guide for the project coordinator as he or she sets out to facilitate process. There are no right or wrong answers.

1. To what extent have you and your community council facilitated interagency cooperation? ___very little ___some ___average ___a great deal

2. Are the council members active in council affairs throughout the month or is their participation limited to the monthly meeting? ____________________

3. Who determines how often the council meets? ____________________
   Who directs the council meeting? ____________________
   Who sets the agenda? ____________________
   Who has the major input each time on the agenda? ____________________

4. Do most of the items on the council meeting agenda come from your direct observations of community concerns or do these items come from the input of council members and others? ____________________

5. Think for a minute of the various activities whether accomplished or currently operating in your project. Has the major part of your time been spent in coordinating and providing guidance to these activities or have you been the one who has had to do most of the work in order to get the activity successfully operating? ____________________

6. How many joint activities has your Community Education project initiated with other groups and organizations in the community? Please list a few examples.
   ____
   ____

7. What percentage of your total time do you spend doing the following:
   ____Meeting and working with council members
   ____Doing paper work (typing, reports, materials, etc.)
   ____Trying to impact K-12
   ____Visitations in the community (homes, agencies, business, meetings, etc.)
   ____Visiting with lay people who come to the school
   ____Meetings with principal, supt., staff, etc., on the overall CE project

9. Indicate the percentage of your total time spent at the following locations:
____Your office
____The community (not including the school campus)
____The Community Education classes

10. Do your surveys indicate an increased cooperation among agencies and groups in your community since the advent of Community Education? ____________________

11. Do the questionnaires given to the Community Education participants show that they participate more in activities which are not directly sponsored by "Community Education"? ____________________

12. You are about the business of the coordinating Community Education in your community. This implies, at least to a certain extent, that your project is involved as a referral service. Estimate the following:
____How many community people call each day (other than days of registration) to inquire about Community Education classes?
____How many people call each day to inquire about the services of another agency?
____How many people are referred to you each month by another agency?

13. If you were to conduct a formal survey (phone; questionnaire; interview) of your community, what percentage of your community would have heard of Community Education? ____________________ (Estimate)

14. Who are the major decision makers in the Community Education project, the community council, Community Education coordinator or the superintendent?________

15. What percentage of teachers in K-12 know something about the Community Education concept? ____________________

16. Since the advent of Community Education to your area has there been an increased use of community resources (volunteers, agencies, community tours, shared talents, etc.) in the K-12 program? ________________

17. Are you continually looking for ways to expand the project and to meet the expressed needs and concerns of community residents, or are you completely satisfied with the project the way it is now? ____________________

18. If the coordinator position in your project were dissolved, what chance is there that the Community Education project would continue? Circle one.

No chance. Slight chance. Good chance. Excellent chance.

For a more detailed and comprehensive guide to process evaluation for Community School Coordinators see "Community School Coordinator Leadership Behavior Questionnaire" in Evaluating a Community Education Program by Wood and Santellanes, How To Series, Pendell Publishing Co. and A Process Model For Community Education Development, by Nevada Department of Education.

COMMUNITY SCHOOLS
EVALUATION

Dear Community School Student:

How has this class or activity of the Community School affected you and your family? Your answers to the following questions will provide information needed to make improvements in the program.

Thank you for your help!

Your Community School Director

Name of your Community School: ______________________________
Name of present Community School class: ______________________
Why you are taking this particular class? ______________________
____

EMPLOYMENT: (Check all that apply)

What effect has Community Schools had on your employment?

Class has nothing to do with my employment ______
Not much help ______
Helped me find a job ______
Helped me get ahead in my job ______
Helped me earn extra money in my spare time ______
Helped me do better in my present job ______
Helped me prepare for a new type of work ______

Has Community Schools had any other good effects on you in the area of employment? (If yes, explain on the line below) Yes_____ No______
____
____

Has Community Schools had any bad effects on you in the area of employment? (If yes, explain on the lines below) Yes_____ No______
____
____

EDUCATION:

Since enrolling in the Community Schools Program, have you:

	Yes	No	Does Not Apply
Started working toward your high school diploma	___	___	___
Received your high school diploma	___	___	___
Enrolled in a Community College or University Class outside of Community Schools	___	___	___
Developed a new interest or hobby	___	___	___
Changed your attitude in regard to education	___	___	___

Please explain: ____
____

COMMUNITY AND SCHOOL INVOLVEMENT

(Check the column which best applies)	More Than Before	Same As Before	Less Than Before
As a result of attending Community School. . .			
My attendance at civic meetings is	___	___	___
My number of friends is	___	___	___
My attendance at parent-teacher conferences is	___	___	___
My child and I talk about school	___	___	___

SATISFACTION AND FAMILY WELL-BEING

The Community Schools Program has affected me and my family in the following way(s). Check all that apply.

I teach my family some of the skills that I learn in class ___

I use the skills that I learn in class to help fix up my home ___

I get so involved in a project that I learned at Community Schools, that I sometimes neglect my family or housework ___

I make presents for family members and relatives with skills that I learned in the Community Schools Program ___

I have been spending more of the family's budget than I should on supplies and equipment for Community Schools project ___

I relax at home by working on a project that I learned at Community Schools ___

Check the column which best applies:

	Like It	Neutral	Do Not Like It
My general feeling toward Community Schools	___	___	___
My husband or wife's feeling toward my attending Community Schools	___	___	___
My childrens' feeling toward my attending Community Schools	___	___	___

If you selected "Do Not Like It" for any reason, please explain:

____

____

____

PERSONAL INFORMATION

Age (Check one): ___18-24 ___25-35 ___36-50 ___51-60 ___Over 60

Highest level of education completed:

___1-6
___7-8
___Some High School
___High School Graduate
___Some College
___College Degree

COMMUNITY SCHOOL EVALUATION FORM

Evaluation is an essential part of the Community School Program in order that we may measure existing practices and make appropriate changes whereby course content may be made more effective.

COURSE ________________________________ DATE __________________

Poor				Excellent
1	2	3	4	5

Check One

1. Please give your opinion of the course just completed:

a. Course content - - - - - - - - - - - - - - - - -	1	2	3	4	5
b. Organization of information- - - - - - - - - - -	1	2	3	4	5
c. Time it was offered- - - - - - - - - - - - - - -	1	2	3	4	5
d. Individualized attention given to students - -	1	2	3	4	5

2. Please suggest any improvements you feel may help:

A. The instructor in presenting the course: ______________________

____

____

____

B. The course you have just completed: ______________________

____

____

____

C. The total Community School Program: ______________________

____

____

Selected Highlights
of
FY 1978 Community Education Study

According to the study conducted by Dr. Walter F. Stenning, at Texas A&M University, a small investment in the community education concept from the state in concert with local governmental agencies can cause the following.

For example the findings are:

1. All ethnic groups were served or participated in the community school program.
    - 5% Black
    - 20% Hispanic
    - 70% White
    - 5% Other
2. All age groups were represented and participated in the community school program.
    - 18% Youth
    - 73% Adult
    - 9% Older Adults
3. All occupational groups were represented.
    - 16% Professional
    - 24% Skilled Trades
    - 24% Homemakers
    - 20% Unskilled
    - 5% Unemployed
    - 10% Other
4. 66% of the participants did not have children in school.
5. 7% of the participants had handicapping conditions.
6. Areas of interest were diverse and are as follows:
    - 35% Community Development
    - 32% Recreation
    - 23% Enrichment
    - 18% Academic
    - 13% Vocational
7. Cooperation with other agencies is evident by these facts:
    a. The most frequent types of cooperation with civic organizations, social service groups, and recreational agencies were:
        1. Use of school facilities
        2. Shared publicity
        3. Shared personnel

    b. 18% of all activities were cooperative
8. The number of regular school campuses involved in community school activities increased from 170 during FY 1976 to 373 campuses during FY 1978 for an overall increase of 119%.

9. Frequency of usuage of facilities.
    a. 76% usage occurred on community school campuses
    b. 15% on other public school campuses
    c. 9% in non-public school facilities

10. Costs (Overall)
    a. $275.50 per class/activity
    b. .74¢ per contact hour
    c. $10.69 per participant

11 Cost Per District (Primarily for administrative costs)

Small	$13,000
Medium	$17,000
Large	$55,000

11. Sources of funds: State grants generated the following amounts for community education implementation.
    a. 47% local school district
    b. 14% local government
    c. 13% federal monies

12. Utility Costs
    a. $1.88 per participant
    b. .15¢ per contact hour

13. Custodial Costs
    a. .76¢ per participant
    b. .06¢ per contact hour

14. Proportional cost of operating a community education project to the regular school districts operating budget was 7/10 of 1% of the total budget.

15. Community leaders interviewed at 8 well-established sites stated:
    a. Community education had changed their community for the better.
    b. Promoted an increased sense of commonality among the citizens.
    c. Community education had a bright future in their communities.

16. Telephone interviews randomly selected at the 8 well-established sites indicated:
    a. 70% recognition of community education in their community
    b. 14% had participated in one or more activities
    c. 76% felt the school district was helping their friends and neighbors become better educated
    d. 72% felt community education had been successful in providing the community with sports and recreation
    e. 64% felt their friends and neighbors had become more aware of community needs and solutions
    f. 89% felt that the school district should sponsor classes for the general public

17. Attitudes of superintendents who do not have community education in their school district were as follows:
    a. 91% favored having programs for school aged children beyond the regular school's responsibilities
    b. 90% were in favor for programs for adults
    c. 83% for handicapped
    d. 78% for school district cooperative efforts with businesses and service agencies

18. Overall participants rated community education A- on an A to F scale.

19. Reasons for participating in community school program.
    a. 25% to gain knowledge
    b. 22% for enrichment
    c. 21% to learn a skill
    d. 13% health & recreation
    e. 20% other

20. Over 3,000,000 contact hours in over 3,000 classes and activities during FY 1978, were recorded by community education projects.

21. Examples of Innovative Activities in Community Education reported for FY 1978:
    1. Family Life Education (Burkburnett)
    2. City and School Cooperatively Hire A Recreational Director (Calhoun County)
    3. Senior Citizen Nutritional Program (Lockhart)
    4. Health Clinic in Church (Damon)
    5. Remedial & Tutorial Programs for Youth
    6. High School Library Goes Public (Little Elm)
    7. Volunteer Ambulance Service Organized (West)
    8. Safety City and Safety Curriculum Developed for Elementaries (A&M Consolidated)
    9. Project Go for Gifted and Talented (Georgetown)
    10. Town Meetings (Damon)
    11. Old Pool Opened to Public (Colorado City)
    12. Park Improvements (Luling)

FACILITY USAGE

School Facility Usage

Of all the foolish moves we, as citizens, are making in this difficult era, one of the most foolish is shameful waste of public schools after 4:00 p.m. on weekdays, vacations, weekends and the summer months.

The cost of supporting our elementary and high school systems has tripled in the last 10 years. But the overwhelming majority of the schools still are used only five days a week, nine months a year and are restricted to the formal education of Americans between the ages of 5 and 17 or 18. A stranger to the American educational system might understandably deduce that human learning begins in early September at the age of 5 and terminates (for all except the lucky) in June at the ages of 17-18.

The community education concept is made operational through the community school which acts as a catalyst in identifying community resources that can be drawn together and work cooperatively for the solution of problems. Community education encourages an effort to make maximum use of local school facilities and community resources.

Community schools are encouraged to work cooperatively with all local agencies and organizations to strengthen their work, not duplicate it. Community schools promote the services of the many related organizations and institutions. The schools and all other significant groups can come to appreciate that no one individual, organization or agency can expect to bring about needed community improvement independently. Even though the community school can provide some phases of community development, all available resources need to be set in motion for positive action.

Instead of being used to only one-third of their potential, our traditional schools could become community schools and be open to all ages, 12 months a year, 12 to 18 hours a day, seven days a week, and be used to their full potential. Instead of taxpayers getting a 25 percent return on their investment in schools and paying in addition for many other duplicated services, we would be getting a full return on our investment plus interest through additional, better organized services.

"Public Schools: Use Them, Don't Waste Them"
By: Michael Kaplan, 1975.

The community school director is in a unique position to coordinate the effective use of school facilities for community use. This section contains ideas, forms and sample facility usage policies which can assist the director toward this goal.

SAMPLE FACILITY USAGE POLICIES

Facility Usage, Rules and Regulations

I. The school shall encourage appropriate non-school groups to use available school facilities as a service to the community. In order to insure proper coordination of the requests, the following shall be adhered to in requesting and scheduling facilities:

A. Requests for use of facilities by non-school groups should be received by the Community Education __________ at least ten (10) days prior to the date the facilities are to be used.

B. The Community Education __________ will approve and confirm all reservation contracts with community groups, and will enter such on the School's Master Calendar.

C. Priorities for use of school facilities will be as follows:
a. Educational program of the school or Community Service programs.
b. Educational programs of ________ Board of Education.
c. Events and/or activities sponsored by community groups within the ________ School District.
d. Events and/or activities sponsored by community groups outside the ________ School District.

D. Applications shall originate with established and responsible organizations of good reputation located in the ________ School District. Groups not qualifying as community organizations but organized for educational purposes may also qualify for use of facilities.

E. Reservation contracts shall not be issued more than one (1) year in advance of event.

F. Reservation contracts with community groups for the use of school equipment and/or facilities may not be cancelled by the Community Education __________ without sufficient notice given, unless adequate substitute facilities can be provided.

G. Arrangements for seating, skilled operators and special equipment or facilities shall be made through the Community Education __________ at the time the rental contract is issued. Extra compensation shall be paid to cover charges for supervisor transferring equipment and setting up equipment already in the building.

H. Reservation contracts are not transferable. Rental fees and service charges will be determined in advance. Reservations must be cancelled at least 24 hours in advance or charge will be made.

Facility Usage, Rules and Regulations - 2

I. All groups will be held responsible for any damages sustained to any school equipment and facilities.

J. All community groups will agree to hold the school free and harmless from any loss, damage, liability, costs and/or expense that may arise during or to be caused in any way by such use of school facilities.

K. A ________ School employee shall be on duty whenever a facility is being used. He shall be fully in charge of the facility.

L. Sponsoring Organizations shall provide sufficient competent adult supervision. An adequate amount of supervision will be agreed upon at the time the reservation contract is issued.

M. When admission charges are to be collected or when fees are to be paid by the agency or group, the organization using the facilities must assume all responsibility.

N. Decorations shall be fireproof and shall be erected in a manner that will not be destructive to school property. Fire and safety regulations shall meet the approval of the fire marshal and the Community Education ____________.

O. All buildings shall be vacated by 11 o'clock. No facilities shall be rented past 10:30 p.m. without special approval of the superintendent of schools. This allows one-half hour for clearing the building.

P. Possession or consumption of alcoholic beverages or drugs in any form will not be permitted on school property at any time. Any person under the influence of intoxicating alcoholic beverages or drugs shall be denied opportunity to participate in any manner.

2. Restrictions on Public Use:

A. Gambling, raffles, bingo or other games of chance are prohibited in school facilities.

B. No program for a secret purpose or for teaching or promoting any theory or doctrine of a subversive nature shall be held in school facilities.

C. Programs interfering with regular school work or programs considered a nuisance by school officials shall be prohibited.

D. No facilities shall be available for dances excepting those sponsored by community or school related groups.

E. ____________________ School buildings and meeting rooms are available throughout the year except on holidays.

F. Violation of the rules and regulations will prevent subsequent granting of use of school equipment and/or facilities.

G. No school facility shall be used by any organization, which includes animals being present, for any event which is non-education. (Defined by Board Policy)

3. Basis of Charges for the Use of School Buildings

No school owned facility will be used by any non-school affiliated group for money making ventures. If any part of any fees, charges, or contributions collected are retained for group benefits, commercial rates will be assessed.

Class I General Description:

Those classes, Clubs, students' or employees' organizations, P.T.A., etc., which have a direct affiliation with the school.

Class II General Description:

Civic Associations, youth and adult character building organizations, not operating for pecuniary profit.

A. Organized groups where such facilities are used for parties and the entertainment of all children within the school community, and no admission charge is made.

B. Various branches of the Armed Forces and their allied reserve groups, Veterans Organizations, the American Red Cross, the March of Dimes, the United Foundation, the Civilian Defense and such other activities pertaining to their respective official function or of a war emergency situation which may be beneficial to the country, state or local community.

C. Community Organizations which meet in the interests of the Community subject to not more than ten meetings per year, providing no admission charge is made to attend such meetings and the meetings are open to the public.

D. Community Organizations for money-making ventures when the proceeds are to be totally expended for the welfare of children, charitable, or civic purposes in this district.

E. Service Clubs for special meetings for planning community welfare projects.

F. Outside Educational organizations, who in cooperation with the ______________________ operate Adult Education programs which benefit the local community.

Class III General Description:

Those organizations that are neither school allied or essentially charitable or civic groups, for their regular meetings.

A. Religious groups for their regular Sabbath worship and/or other meetings including recreation. (progress toward church ownership must be shown before renewals of school building use permits can be granted.)

B. Political groups or political candidates for meetings which are open free to the public.

C. Private choral groups or dance or music studios for recitals.

D. Fraternal Organizations and others operating primarily for the benefit of a restricted group for their regular meetings.

E. Service Clubs for regular or special meetings not for community welfare projects.

Class IV General Description:
If any part of any fees, charges, or contributions collected are retained for the groups benefit, they will automatically fall into Class IV.
Closed political meetings and meetings called for commercial or semi-commercial purposes or group benefit, except those above.
Organized groups within the community for personal or private use for meetings or entertainments.

A. Where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the district or for charitable or civic purposes.
B. Closed meetings of groups, except as previously noted, for purely group benefit, regardless of whether or not admission fees are charged.
C. Meetings of political parties or political candidates when such meetings are not open free to the public.
D. Community organizations, if admission is charged for the organization's benefit.

IV.B.

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT
College Station, Texas

ADMINISTRATIVE GUIDELINES
PUBLIC USE OF SCHOOL FACILITIES

The Board of Trustees desires to encourage the fullest possible use of school facilities in a manner which will serve the needs of the community. The following guidelines and rental schedules are designed to assure equitable treatment of all individuals and groups desiring to use these facilities and to protect the community's investment.

1. School facilities are designed primarily for school purposes and may be used without charge for meetings of pupils, teachers, and other organizations affiliated directly with the schools and also for meetings and programs for the benefit of the schools. School meetings shall have precedence over all other meetings and may be scheduled by arrangement with the Director of Community Education.
2. The use of school facilities by the public is permitted for meetings of educational, civic, recreational, or social nature intended to promote the public welfare and not conflicting with school uses or local and state laws.
3. Applications for public use of school facilities shall be made to the Director of Community Education. Such application shall be made in writing on forms provided by the district. If the requested facility is available, approval may be granted by the Director of Community Education provided the request meets policies and regulations of the Board of Trustees.
4. The College Station Board of Trustees and the College Station Independent School District shall in no event be responsible for injuries to persons or damange to property immediately prior to, during, or after any program held on school property.
5. Approval to use school facilities will not constitute permission for its regular or continued use. A separate application shall be made for each request to use College Station Independent School District facilities. Applications will not be accepted more than

thirty(30) days prior to the use date. (Exception: youth-oriented programs with regular monthly meetings.)

6. Adequate supervision including policemen shall be provided by those to whom the accommodation is granted to insure order and the protection of property. If questions arise regarding the need for police supervision, the Director of Community Education will make the determination in conference with the approved user.

7. No fixtures, equipment, or furniture shall be removed from any building or re-arranged between rooms and facilities except by permission of the Principal subject to the confirmation of the Assistant Superintendent for Finance.

8. Smoking or the use of intoxicating beverages in school facilities is strictly prohibited.

9. Religious or political meetings shall not be held in school facilities without special approval of the Board of Trustees. (Exception: Special Thanksgiving or Christmas services on a cooperative basis.)

10. The use of kitchens and the providing of food services shall be under the supervision of the Director of Food Services, and at least one school cafeteria employee shall be engaged to work at a function which requires the use of kitchen facilities.

11. Request must be made at time of application for any equipment that is to be furnished by the College Station Independent School District which is in addition to the normal items found available in the facility being rented. All such items will be charged for at a rate determined by the Director of Community Education at the time of application.

12. The fees are established so that the cost of use is recovered.

13. Fees are established on a two hour basis. There will be an additional charge on a per hour basis if the facility is used beyond the two hour time limit. All facilities must be scheduled for the minimum two hour basis regardless of used time unless otherwise provided for in the schedule.

14. Rehearsals shall be charged for at the same fee rate on a per hour basic. The fee will be charged each time the facility is opened and closed.

15. Concession items shall not be sold for consumption in classrooms, auditoriums, or gymnasiums except by special permission from the Director of Community Education.

16. Officials of the College Station Independent Schools reserve the right to reject any application for building use.

17. Requests which are rejected for use of school facilities and requests that are not covered in these rules and regulations or policy may be appealed to the Superintendent of Schools.

18. Failure to comply with the agreement may result in loss of approval for future use.

IV.C. APPLICATION PROCEDURE FOR USE OF FACILITIES

1. User comes to Community Education Office to apply for and get tentative approval to use facilities.
2. Community Education office reviews building use policies, procedures and regulations with user.
3. User takes application to building principal for mutual approval and instructions on particular facility use.
4. Keys to a facility will only be authorized when the need dictates.
5. Principal sends paper work by transmittal or the user may return the paperwork to the Community Education office.
6. Custodial arrangements will be made by the Community Education office with the maintenance department on appropriate forms.
7. Charges, including custodial, will be assessed by the Community Education Director.
8. Organizations with monthly use arrangements must make payment on or before the 10th of the month following the use, based on billing by the Business Office. Other fees for use of facilities not scheduled on a regular basis will be collected by the Community Education office in advance of use.
9. Final approval for use of facilities is contingent on user's advance payment of fee.
10. Religious or political organizations which use school facilities on a regular basis must submit a letter of request to the Board of Trustees prior to the first Board meeting in January and the first Board meeting in June of each year.

BUILDING USE FEES A&M Consolidated Independent School District

Classification of Users

Type 1: A. Direct school related organizations and activities. Examples: Booster Clubs, PTO, Bengal Belles, Spanish Club

B. A&M Consolidated School District based, youth-oriented, non profit organizations and agencies where a mutual facilities agreement has been made. Examples: Boy Scouts, Girl Scouts, Boys Club, Soccer Association

No charge will be assessed to this classification during normal operational hours of the facility. If facilities are requested outside the normal operational hours, the fee for classification Type 2 will be assessed unless waived by mutual agreement of the building principal and the Community Education Director.

Type 2: Local non profit organizations and agencies based in A&M Consolidated I.S.D., such as churches, civic clubs, Chamber of Commerce(See Fee Schedule)

Type 3 Non local, non profit organizations whose base is outside A&M Consolidated I.S.D.

Custodial and Cafeteria Worker Charges: User will be required to pay for custodial or cafeteria worker cost in addition to fee schedule when: a) the nature of the activity requires special cleaning and/or arrangement, b) during weekends or other times when custodial crews are not on duty, c) when user leaves facility in a condition which requires special cleaning.

FOR ALL FACILITY USAGE, THERE WILL BE A 2-HOUR MINIMUM RENTAL CHARGE

Revised, Feb. 1980

FEE SCHEDULE

Facilities	Hourly Rate: Type 1	Hourly Rate: Type 2	Hourly Rate: Type 3
Special Services Building			
Classroom (No A/C)	No Fee	$2.00	$6.00
Board Room(A/C)	No Fee	$4.00*	$12.00
COC Cafeteria	No Fee	$4.00	$12.00
* $2.00 for additional classroom			
Classrooms(Available only in areas where efficient use of utilities is possible):			
A&M Cons. High School Classroom	No Fee	$35.00*	$50.00**
*$2.00/Add.Classroom			
**$20.00/Add.Classroom			
Jr. High Classroom	No Fee	$4.00*	$8.00*
*For 2 or less			
Oakwood Classroom	No Fee	$13.00*	$25.00**
*$2.00/Add. Classroom			
**$4.00/Add. Classroom			
College Hills & South Knoll Elementaries	No Fee	$4.00*	$8.00*
*For 2 or less			
Cafeterias:			
A&M Cons. High School Cafeteria	No Fee	$35.00*	$70.00
*Plus,$2.00/Classroom			
Jr. High Cafeteria	No Fee	$9.00	$18.00
Oakwood Cafeteria	No Fee	$9.00	$18.00
South Knoll & College Hills Elementaries	No Fee	$9.00	$18.00
Kitchens(Required worker charges are additional to this fee):			
A&M Cons. High School Kitchen	No Fee	$13.00	$26.00
Jr. High Kitchen	No Fee	$9.00	$18.00
Oakwood Kitchen	No Fee	$9.00	$18.00
South Knoll & College Hills Elementaries	No Fee	$9.00	$18.00
Gyms/Multipurpose Gyms:			
A&M Cons. High School Gym	No Fee	$15.00	$30.00
Jr. High Gym	No Fee	$15.00	$30.00
Oakwood Gym	No Fee	$3.00	$15.00
South Knoll & College Hills Elementaries	No Fee	$13.00	$26.00
Multipurpose Classrooms-S.K. & C.H.	No Fee	$8.00*	$16.00**
* $2.00/Add. Classroom			
** $4.00/Add. Classroom			
Auditoriums:			
A&M Cons. High School Auditorium	No Fee	$43.00	$67.00
Jr. High Auditorium & Stage	No Fee	$25.00	$50.00
Jr. High Stage(Only)	No Fee	$5.00	$15.00
Libraries:			
Jr. High Library	No Fee	$4.00	$12.00
Oakwood Library	No Fee	$5.00	$15.00
Band Hall:			
Jr. High School	No Fee	$5.00	$15.00
Home Economics:			
Jr. High School	No Fee	$4.00	$12.00
Baseball Field			
Day Use	No Fee	$6.00	$9.00
Night Use	No Fee	$17.50	$27.00
Athletic Field			
Day Use	No Fee	$14.50	$27.50
Night Use	No Fee	$34.50	$52.00

IV.E. BOARD POLICY - PRIVATE LESSONS

The use of school facilities for private lessons shall be prohibited. Arrangements can be made through Community Education for activities that contribute directly to an organized school group. All such private lessons should be under the direct supervision of the sponsor or director of each school group.

IV.F. PARKING

All public school parking facilities are available to individuals enrolled in Community Education programs and classes. All parking restrictions are to be observed.

FRISCO INDEPENDENT SCHOOL DISTRICT
P.O. Box 910
Frisco, Texas 75034
377 - 3464

APPLICATION FOR USE OF SCHOOL FACILITIES

SCHOOL: ______________________ Date of Request: ______________________

______________________ / ______________________

Day and date facility required Start and ending time of activity

PURPOSE: ______________________

AREAS DESIRED:

______ Gym (Denote which one)
______ Baseball field
______ Football field
______ Cafeteria
______ Kitchen
______ Classrooms (#______)
______ Stage
______ Other

FOR OFFICE USE ONLY:

Fee charged: ______________________

Paid: ______________________

Approved: ______ Disapproved: ______

All charges are payable in advance. Make checks payable to the Frisco Independent School District.

REGULATION: The representative, and the organization which he/she represents, hereby agree to replacement or payment in case of losses or damage resulting from their use of the building facilities, and agree to abide by the policies established by the Frisco I.S.D. School authorities shall be the sole judges of the acceptability of repairs or replacement of property damaged.

SIGNATURE AND APPROVALS

APPLICANT: ______________________ TITLE: ______________________

ADDRESS: ______________________ PHONE: ______________________
Home

____
Business

ORGANIZATION: ______________________

COMMUNITY EDUCATION DIRECTOR: ______________________

SPECIAL NOTATIONS: ______________________

____

Original: C.E. Office White 2. Building Principal Yellow 3. User Pink

Texas School Laws as Related to Community Education

by Harold L. Hawkins, Head
Department of Educational
Administration
Texas A&M University

Community education is gaining a strong foothold in Texas. Large urban school systems along with others are accepting the concept that education is for all in the community regardless of age. School boards and administrators in Texas are increasingly aware that school facilities belong to all in the community and that the wide use of those facilities under appropriate conditions is a desirable educational objective.

Some school boards and administrators are uncertain as to the legal provisions that relate to community education. This brief article deals with several basic questions for which answers are needed.

OWNERSHIP OF PROPERTY

The responsibility of the school board for the physical assets of the school district is of considerable consequence. The board holds all school property in trust for the state. Its primary use is to benefit local education. *The vestment in the board of title to property conveys with it the authority to manage and control such property.* The general authorization for this board function comes from the following section which is partially quoted:

> *Sec. 23.26* General powers and duties of trustees. In General. (a) The trustees shall constitute a body corporate and in the name of the school district may acquire and hold real and personal property . . . .
>
> (b) *The trustees shall have the exclusive power to manage and govern the public free school of the district.*
>
> (c) All rights and titles to the school property of the district, whether real or personal, shall be vested in the trustees and their successors in office.

PUBLIC USE OF BUILDINGS

The power of school boards in the control and management of buildings and grounds is specifically referenced in the general authority clause which is paragraph (b) above. This provision is essential to the orderly conduct of school affairs and constitutes an important source of "local" power and authority. Court interpretation of what constitutes appropriate use of school buildings has provided specific examples for the guidance of the board. A review of these decisions provides the admonition that use of buildings and property for non-school purposes should "not interfere" with the regular educational function of the property. A court case tested the authority of a school board to lease school grounds for baseball games. The decision of the court confirmed the prerogative of the board to act as long as the baseball games met the non-interference provision. The case law is referenced as follows:

> Trustees may lease school grounds to be used for playing baseball so long as such does not interfere with the use of public school purposes. (Royse Independent School District v. Reinhart, 159 S.W. 1010, Writ of error refused by Supreme Court, (Tex 1913).

USE OF LOCAL FUNDS

The law considers not only the authority for raising funds for the operation of schools, but also provides for the spending of revenue. General authority to disburse school district funds is granted in this section of the code:

> *Sec. 20.48.* (c) Local school funds from district taxes, tuition fees of pupils not entitled to free tuition and other local sources may be used for the purposes enunerated for state and county funds and for purchasing of appliances and supplies, for payment of insurance premiums, janitors and other employees, for buying school sites, buying, building and repairing and renting school houses, *and for other purposes necessary in the conduct of the public school to be determined by the board of trustees . . . .*

The provisions of this section are usually interpreted broadly. *With the authorization provided here, the board is given the power to use local district funds for almost any operational expense that might be incurred.* This is in contrast to the use of state funds which have rather specific limitations.

CONTINUING VOCATIONAL EDUCATION

Continuing education is of growing importance in many Texas communities. This is especially true in those towns where new industry is being incorporated into the economy or where the nature of the existing industry is changing. Within the requirements and limitations established by the Texas Education Agency, boards of education are authorized to establish vocational programs and to include adult education as stipulated in the code:

> *Sec. 21.111.* Vocational and other Educational Programs. (a) The board of trustees of any public free school district of this state, subject to rules and regulations of the Central Education Agency heretofore and hereafter adopted, is hereby authorized and empowered to conduct and supervise vocational classes and *other educational programs for students of all ages; and whenever it deems necessary to expend local maintenance funds for the cost thereof.*

SUMMARY

No doubt as school districts officials continue to contemplate and to implement community education programs new questions will evolve. It is clear, however, that (1) school boards control the use of local property and buildings, (2) public non-school use of facilities has legal sanction subject to appropriate school district policy. (3) local school funds may be used for the support of community education programs and (4) adult education is a legitimate function for a local school district.

Education need not be limited to the young and school buildings do not need to close at four in the afternoon unless that is the concept of education held by the local community and its board of education.

RECORD KEEPING

Record Keeping

As obtaining funding for maintaining community education becomes more competitive, and as schools and communities scrutinize closer the use of such funds, the need for more effective documentation of community education programs becomes increasingly important.

Careful and consistent documentation of all community education functions should be done throughout the year. The community education coordinator should always be prepared to give a "state of the art" report to school boards, community groups, project funding sources, and others who may wish to know about the community education project.

Well kept records should not only indicate expenditures, but also indicate the number of people, agencies and groups involved. Any cooperative programs with community groups, and how such programs provide for increased and expanded services thereby saving tax dollars should be included.

Identified needs, interests and project accomplishments should also be documented, as well as the overall impact (as nearly as can be determined) of community education in the community.

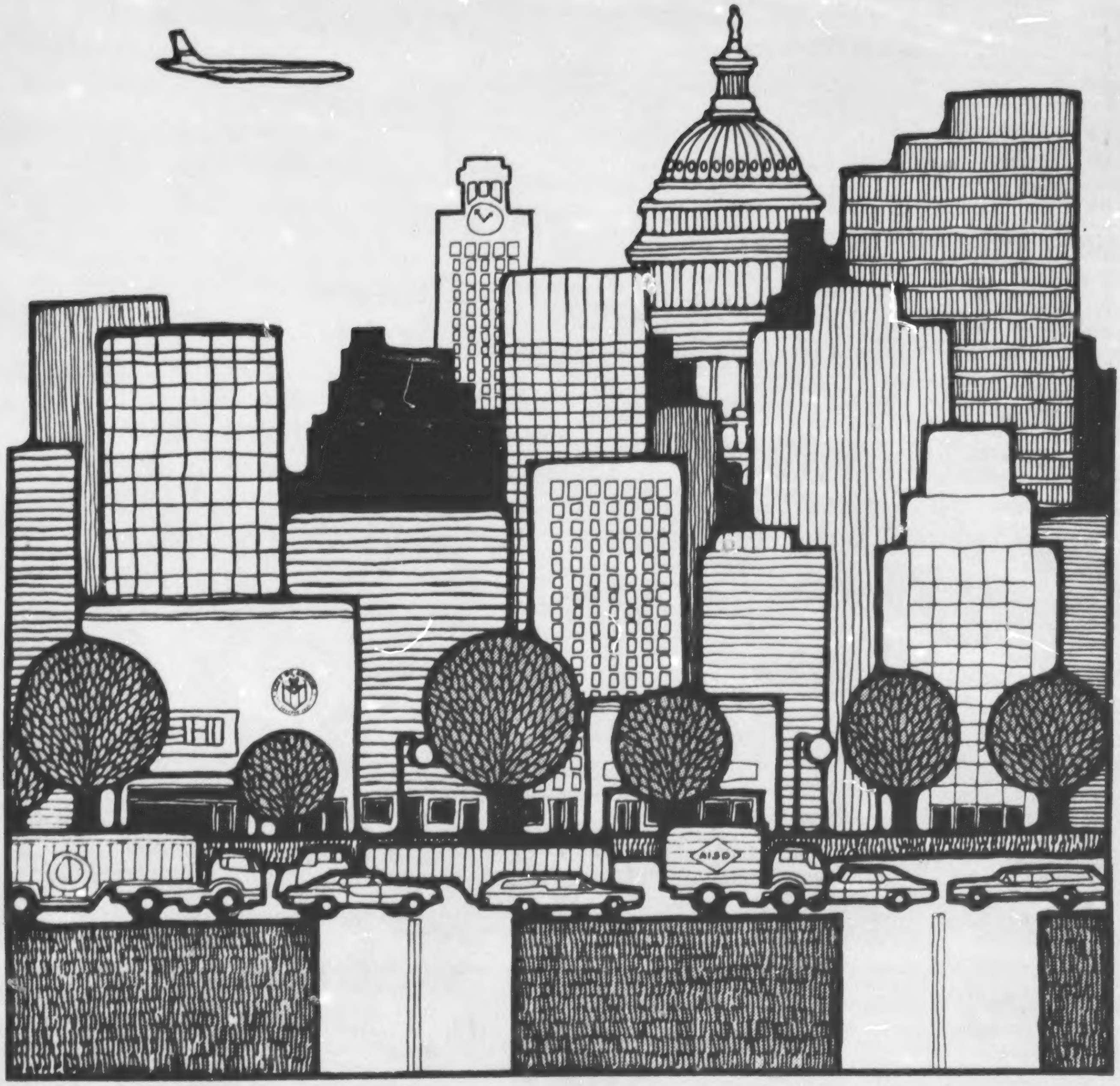
The information contained in this section provides examples and sample forms for record keeping. They can be adapted to meet your record keeping needs.

Ideas for an accounting system for funds are found in the "Funding and Budgeting" section of this resource manual.

Austin Community Education

Annual Report

1981-1982



Types of Community School Courses*

*Courses are offerings involving formal registration and enrollment, where an instructor keeps an attendance list or roster.

COURSES	CONDUCTED	PERCENT	HOURS OF PROGRAMMING	PERCENT
Academic	410	16.0%	10,036	30.0%
Cultural/Social	134	5.2%	987	3.0%
Personal Development	1,270	49.6%	12,461	37.2%
Recreational	564	22.0%	6,801	20.3%
Vocational	161	6.3%	2,685	8.0%
Other	22	.9%	510	1.5%
Total	2,561	100.0%	33,480	100.0%

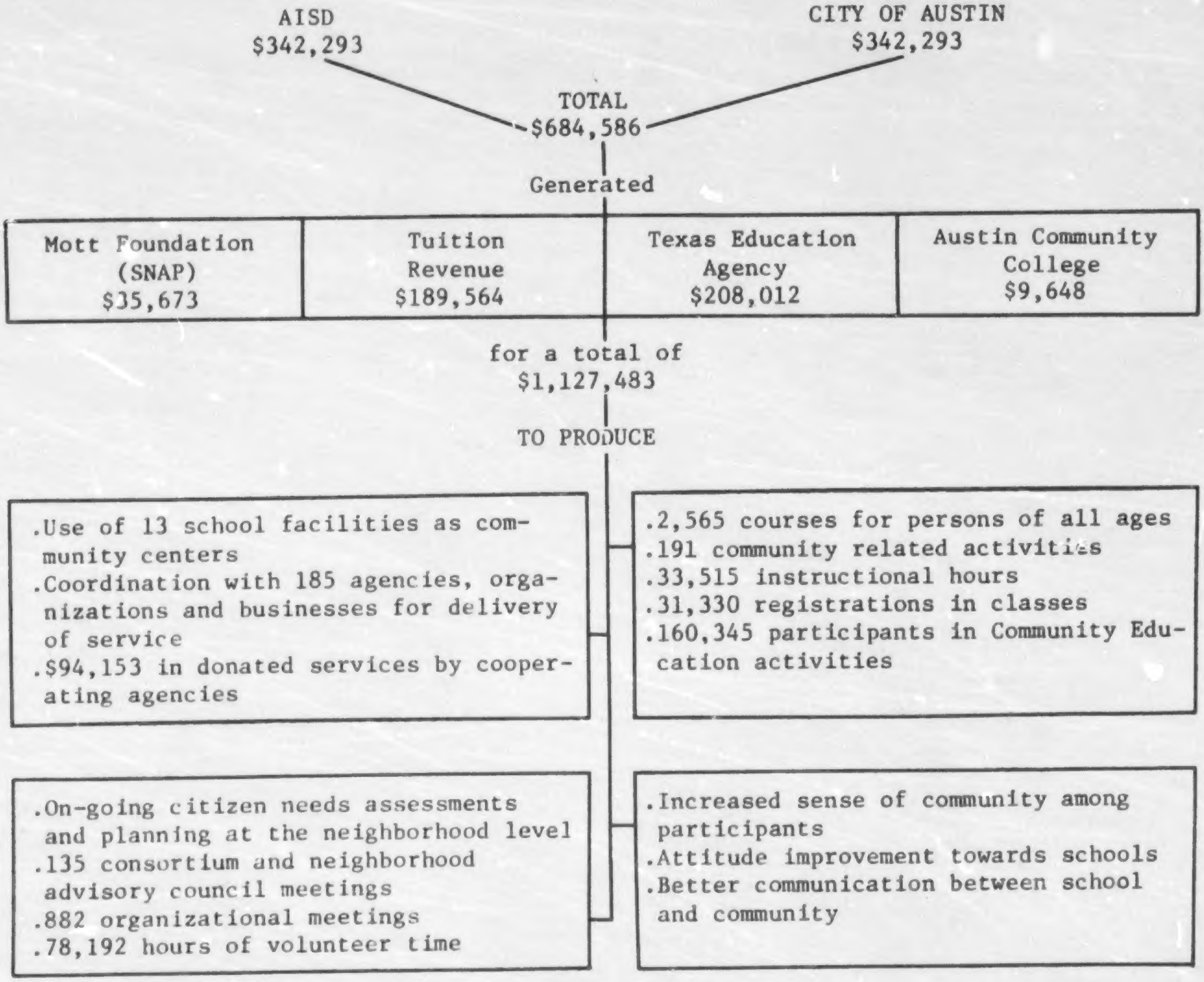
Types of Community School Activities*

*Activities are Community School events which do not require registration or rosters to be kept on attendance.

ACTIVITIES	CONDUCTED	PERCENT	NUMBER OF PARTICIPANTS	PERCENT
Advisory Council Meetings	135	2.5%	1,672	1.1%
Community Service Activities	192	3.6%	13,467	8.4%
Fundraising Activities	35	.7%	13,145	8.2%
Organizational Meetings	882	16.4%	28,457	17.8%
Public Information/Community Affairs Meetings	159	2.9%	5,425	3.4%
Self-Help and Improvement Seminars	199	3.7%	2,334	1.5%
Social/Recreational Activities	3,531	65.6%	77,798	48.6%
Other	254	4.7%	17,667	11%
TOTAL	5,387	100%	159,965	100%

Investment-Benefit

The investment by the City of Austin and the Austin Independent School District in Community Education in 1981-82 produced the following:



AISD
$342,293

CITY OF AUSTIN
$342,293

TOTAL
$684,586

Generated

Mott Foundation (SNAP) $35,673	Tuition Revenue $189,564	Texas Education Agency $208,012	Austin Community College $9,648

for a total of
$1,127,483

TO PRODUCE

- .Use of 13 school facilities as community centers
- .Coordination with 185 agencies, organizations and businesses for delivery of service
- .$94,153 in donated services by cooperating agencies

- .2,565 courses for persons of all ages
- .191 community related activities
- .33,515 instructional hours
- .31,330 registrations in classes
- .160,345 participants in Community Education activities

- .On-going citizen needs assessments and planning at the neighborhood level
- .135 consortium and neighborhood advisory council meetings
- .882 organizational meetings
- .78,192 hours of volunteer time

- .Increased sense of community among participants
- .Attitude improvement towards schools
- .Better communication between school and community

SAMPLE END OF YEAR REPORT

Kingsville ISD

COMMUNITY EDUCATION PROGRAM ACCOMPLISHMENTS

ENROLLMENT 1981-82

I. COMMUNITY EDCUATION ENROLLMENT

FALL	WINTER	SUMMER	TOTAL C.E. ENROLLMENT	ADULT ED. ENROLLMENT	GED GRADS	COMM.ED. & ADULT ED
487	424	486	1,397	524	107	1,921

PARTICIPANTS

II. Approximately 4000 community members participated in some type of activity at the Community Education Center. Listed below are some of the community organizations that utilized the facility;

ORGANIZATIONS	ACTIVITIES
PTA	GED Graduations
Youth Service Program (YSP)	H. M. King reunion
Human Resource Council	Bilingual Banquet
Visiting Center	Historical Society Building Dedication
H.M.KING High School 'Class of 62'	Lighting of the Christmas Tree
Epiphany School	Meetings
Texas Employment Commission	Classes
Chamber of Commerce - City	
Planned Parenthood	
A & I - Adult Ed. Dept.	
Post Office	

III. CLERICAL TRAINING PROGRAM

15 Students started the courses
3 Dropped
1 Found employment before finishing course

11 Completed the course
5 Have found employment
2 Registered to attend A & I
4 Still looking for work

IV. YOUTH SERVICE PROGRAM

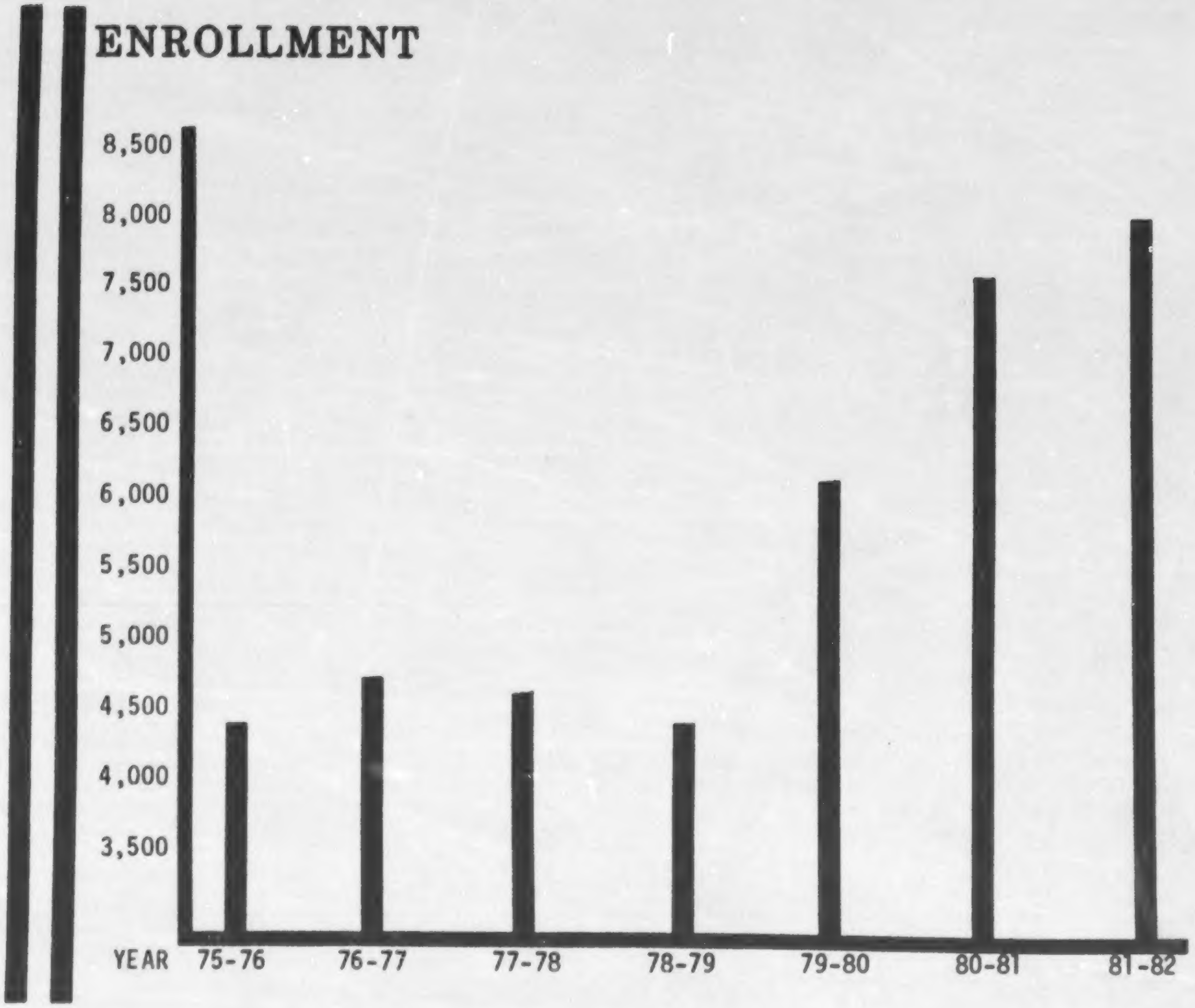
A. 64 enrollees received the following service:

  A. GED instructions
  B. Job search and placement
  C. Work Experience
  D. College exploratory and work experience

B. 95% positive terminations (found job, completed GED, continued on their own)

SAMPLE CHART OF COMPARATIVE LONGITUDINAL ENROLLMENTS

College Station ISD



ALLEN INDEPENDENT SCHOOL DISTRICT COMMUNITY EDUCATION

Sample
Statistical Summary

A. Total Enrollment	475 students
B. Courses Offered	41 courses
C. Courses Made	29 courses
D. Percentage of Courses Made	71%
E. Student/Teacher Contact Hours= (Teacher contact hours per course x enrollment per course)	4,040.00 hours
F. Total Facility Usage Hours for Six Weeks	277.00 hours
G. Average Course Enrollment	16.37 Students

H. Estimated Percentage of Enrollment Per Age Grouping

12% 4 to 12

7% 13 to 17

72% 18 to 60

9% 61+

I. Estimated Percentage of Enrollment by:

27% Male

73% Female

ALLEN I.S.D. COMMUNITY EDUCATION

Sample

CLASS ROLL

Course# ______

Section ______

CLASS TITLE ____________________ SESSION ________ CAMPUS ____________

Weeks ________ Days ________ Time _________ INSTRUCTOR ________________

STUDENT	Phone #	Dates of Class Meetings Place ✓ in box denoting present attendance																Total Hrs in Class
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
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23																		
24																		

White Copy -- OFFICE   Yellow Copy -- CAMPUS   Pink Copy -- INSTRUCTOR

CE79-003

RESOURCES

COMMUNITY EDUCATION RESOURCES

The following list of resources has been compiled to assist you in obtaining additional information as you seek to become a more effective Community Education Coordinator/Director. The list is by no means, all inclusive.

Community Education Funding Sources

William J. Hooper, Jr. Directory of Texas Foundations. (Texas Foundations Research Center, P.O. Box 5494, Austin, TX 78763. Make check payable to TFRC) 190 pp., $21.50, add $1 sales tax if applicable.

This directory covers approximately 1,374 foundations with the area of interest and contact person for each foundation. Also, a section of dissolved foundations, and indices of areas of interest and cities is included.

Jed Riffe. The Guide to Texas Foundations, 2nd edition (Marianne Cline, Dallas Public Library, 1954 Commerce Street, Dallas, TX 75201), 103 pp., $10 prepaid.

In addition to listing the city location of each foundation, statements of purpose, sample grants, and officers, this guide of 200 foundations also covers foundations with grant totals over $30,000 per year and indices foundation names and areas of interest.

William Hooper, Jr. Directory of Texas Foundations. Second edition (Texas Foundations Research Center, P.O. Box 5494, Austin, TX 78763), $10.

Brief descriptions of 1,2000 foundations are listed in this exhaustive directory.

The Guide to Texas Foundations. (Southern Resource Center, P.O. Box 5593, Dallas, TX 75222, 1975) $7.50.

Community Education Funding Guide; Dr. Michael Ciavarella, Commonwealth Center for Community Education, Shippinsburg State College, Shippensburg, Pennsylvania 17257; Published: 1977. A free copy can be checked out from the Center for Community Education at Texas A&M University. $4.50

Catalog of Federal Programs Related to Community Education (Report #3); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Published: 1977, $3.75.

Catalog of Resource Material on Community Education; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Catalog #01708001829-6, $4.50.

Financing Community Education; Phillip Knight; The Midwest Community Education Development Center, University of Missouri - St. Louis, 8001 Natural Bridge Rd., St. Louis, Missouri 63121. Cost: unknown.

Leadership and Administration

School Leadership--Handbook for Survival, Editor's Office, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403. $13.95.

Community Education Handbook; Robert I. Berridge. Pendell Publishing Co. P.O. Box 1666 C, 1700 James Savage Rd, Midland, Michigan 48640. $12.65

Community Education: From Program to Process to Practice; Minzey and LeTarte. Pendell Publishing Co., P.O. Box 1666 C, 1700 James Savage Rd., Midland, Michigan 48640. $15.75.

Developing Leadership for Parent/Citizen Groups; National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Dept. WM-753, Columbia, Maryland 21044; (301)997-9300. $3.50 plus $1 postage and handling.

Community Planning Through Innovative Strategies Games and Other Tactics; Joseph Ringers, Jr. Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, VA 22903. $2.00.

Public Relations

How to Publish Community Information on an Impossibly Tight Budget; Vic Pawlak. Do It Now Foundation, Institute for Chemical Survival, P.O. Box 5115, Phoenix, Arizona 85010. $0.50.

The 1982 Community Events Planning Packet; NCEA. National Community Education Day, 1201 16th Street, NW, Suite 305, Washington, DC 20036. No charge.

How to Produce Effective Slide-Tape Talks; Carma Press, Box 12633, St. Paul, Minnesota 55112. $3.95 (Shipping 50¢ one book, 75¢ two or more books.)

Enter the Media World; Regional Center for Community Education, Alma College, Alma, Michigan 48801. $1.00.

A Public Relations Handbook for Community Education; Diane Russell. Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640. $1.35.

Success With Your Community; Texas Association of School Boards, P.O. Box 400, Austin, Texas 78767-0400. Cost: Unknown.

Evaluation

Footsteps to Follow in Evaluating Your Community School. Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111. Cost: Unknown.

Evaluating A Community Education Program; Wood and Santellanes. Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640. $2.50.

Needs Assessment

Conducting Community Surveys; Stephen L. Stark. Pendell Publishing Co. P.O. Box 1666, Midland, Michigan 48640.

Community Education Needs Assessment and Evaluation Guidebook; Nevada Department of Education, Capitol Complex, Carson City, Nevada 89701. Cost; Unknown.

Gathering Information About Your Community School (A Planning Handbook). Flint Community Schools, 923 E. Kearsley St., Flint, Michigan 48502. Cost: Unknown.

Gathering Information About Your Community. Flint Community Schools, 923 E. Kearsley St., Flint, Michigan 48502. Cost: Unknown.

Community Councils

Neighborhood Council Resource Catalogue; Neighborhood Councils Service Center of Independence, Missouri, 201 West Maple, Independence, MO 64050. No charge.

Strengthening Volunteer Initiatives: A Neighborhood Self-Help Guide; National Center for Urban Ethnic Affairs. NCUEA, 1523 O Street NW, Washington, D.C. 20005; (202) 232-3600. $12.00

Council Effectiveness Training; The Center for Community Education Development, Cooperative Extension Service, 3220 Symons Hall, University of Maryland, College Park, Maryland 20742. Cost: Unknown.

The Community Council: Its Organization and Function; Everrett Nance. Pendell Publishing Co., P.O. Box 1666, Midland, Michigan 48640. $1.50.

Taking A Look at Your School - Community Advisory Council (A Planning Handbook). Flint Community Schools, 923 E. Kearsley St., Flint, Michigan 48502. Cost: Unknown.

Community School Programming

Class and Program Registration - Registrants use a special 3-copy registration/receipt form containing all required information. (You may design your own form or use one of ours.) These forms are held togtther by a perforated tab for ease of operation. Self-carboned copies are neat and smudgeproof and have no messy carbons to dispose of. (They are numbered in sequential order if you wish.) The office person validates receipt of money then disperses copies. (Suggestion: pink to registrant; canary saved for bookkeeping department; and the white or original copy is placed in the next open slot in the data tray designated for that class or program. For information write: Accuease Systems Inc., 3574 Rustic Place, St.Paul, Minn. 55112; (612) 484-3279.

Community School Programming cont.

cont.

Writing Course Descriptions offers a few simple rules for writing or editing course descriptions to make them clear, simple, interesting, and readable. The goal is increased enrollemnt. 4 pp., Learning Resources Network (LERN), 1221 Thurston, Manhattan, KS 66502. $3 for one copy, $1 for each additional copy.

Handbooks Project CARES (Volunteers) Handbook/15 pages; Center for Community Education, Bay City Independent School District.
Community Education Handbook Handbook/21 pages; Alice Independent School District.
Community Education Handbook/ Policy and Procedures Manual; College Station Independent School District.

Facility Usage. William S. DeJong, Assistant Executive Director, Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210; (614) 422-1523, Michael L. Collins, Associate Director.

K-12 and Community Education

The Total Child: A Model Community Education Concept, completed by the Center for Community Education at Florida Atlantic University for the Broward County, Florida, school system, is a 120 page report on the effects on children of cooperation between the schools and professionals, corporations, and volunteer groups during a pilot program inspired by the local medical association auxiliary and funded by a Community Facilities Planning Grant. This extensive community education experiment is described and documented in the report. A limited number of copies of the Total Child are available from the Center for Community Education, Florida Atlantic University, Boca Raton, FL 33431; (305) 393-3563.

Utilizing Resources in the Classroom, 1982; Schoeny and Galbreath. Mid-Atlantic Center For Community Education, Univ. of Virginia, 405 Emmet Street, Ruffner 216 Charlottesville, VA 22903. Cost: Unknown.

Handbook for Volunteers in Public Schools; Peggy Rhodes, P.O. Drawer 10007, Birmingham, Alabama 35202. Cost: Unknown.

PTA Publications Back issues of PTA Today can be ordered for $1 a copy. Issues still available and their topics are:

- Child Nutrition (November 1980)
- Citizenship Education (December 1980-January 1981)
- Listening to the Young (report on PTA Student Health Education Forums on nutrition, alcohol use, and sexuality) (February 1981)
- Financing Public Education (March 1981)
- Children and Television (April 1981)
- Parents, Schools, and Community - Partners in Education (October 1981)
- Career and Vocational Education (November 1981)
- Parent Education: Parent-Child Communication About Alcohol and Sex (December 1981-January 1982)
- The Many Meanings of Literacy (February 1982)
- Cultural Arts (March 1982)

To order, send $1.00 per issue to: National PTA, 700 North Rush Street, Chicago, IL 60611-2571.

K-12 and Community Education cont.

cont.

Youth Policy. A monthly, soft-bound magazine providing comprehensive, up-to-date coverage of federal youth programs, this 124-page periodical covers national news about youth programs and organizations serving youth. Each issue monitors over 150 individual programs in 16 different areas, offering information on such factors as expenditures, proposal requests, profiles of policy makers, upcoming conferences, relevant publications and legislation. The publication is available on a one year subscription basis of $36 annually. Contact the Youth Policy Institute, 917 G Place, N.W., Washington, D.C. 20001, for further information.

Computers in the Classroom, a new publication of the National Education Association, addresses instructional use of computers, including computer literacy, computer games, and the use of computers by exceptional children. Copies are $7.95 each from NEA Professional Library, P.O. Box 509, West Haven, Conneticut 06516. Specify Stock No. 1825-7-30.

Children Are People. This is a chemical dependency prevention program for use in the public schools. For further information contact; Texas Commission on Alcoholism, Sam Houston St. Office Building, 201 East 14th Street, Austin, Texas 78701. Phone (512) 475-2577.

To obtain any of the following publications, write: Texas Clearinghouse for Drug Information, Box 13166, Capitol Station, Austin, TX 78711; 1-800-252-9642.

1. "Channel One: A Government/Private Sector Partnership for Drug Abuse Prevention"
2. "Volunteering Prevention"
3. "A Study of Volunteers in Drug Abuse Programs"
4. "A Use of Volunteers in Drug Abuse Services: A Review of the Literature"

Explaining and Implementing Community Education

A Community Education Overhead Presentation: Who, What, When, Where and Why. The visual presentation includes topics such as:

- The process and philosophy of community education
- The leadership function of community education
- Identification of community needs and problems
- Structure of community education councils
- Human, physical, and financial resources of a community
- Services offered in local learning centers
- Benefits of community education

Each kit includes:

- 27 two-color professional quality transparencies
- Instruction booklet to guide the presentation
- Community Model Building Workbook with poster-sized planning chart

Kits are $75 for NCEA individual members; $68.50 for NCEA Institutional Members and $85 for non-members. Extra copies of the workbook (for use with large groups or classes) are $1.75 each for members; $2 each for non-members. Add $3 for postage and handling. National Community Education Association, 1201 16th Street NW, Suite 305, Washington, DC 20036.

A Process Model for Community Education Development; Nevada Department of Education, Capitol Complex, Carson City, Nevada 89701; Cost: Unknown.

Interagency Relations (Networking)

Networking Between Business and Education at the Local Level. Published by the Colorado Department of Education, this 45-page training model was developed to assist community educators in strengthening connections between businesses, community agencies and schools to improve community education on a local level. The manual includes activities, work session plans and presentations designed to promote networking between business and education. The Colorado design uses teams of community residents -- parents, school staff, and business representatives -- who identify community needs, prioritize them, and suggest strategies to fulfill these needs. The publication also includes a section on goal-setting and planning. To order a copy, available at $4, contact the Community Education Project, Colorado Department of Education, 201 East Colfax, Denver, CO 80203.

Partners for the '80's; Business and Education. National School Volunteer Program, Inc., 701 N. Fairfax Street, Suite 320, Alexandria, VA 22314. Profiles 24 models of school-business partnerships, including basic facts (location, sponsors, budget, staffing), and objectives, structure, and actual operation. 60 pages. $6 (includes postage).

Business-School Partnerships: A Plus for Kids. National School Public Relations Association, 1801 N. Moore St., Arlington, VA 22209. Describes four kinds of involvement, rationale for businesses and for schools, models, many resources. 82 pages. $11.95 (includes postage if prepaid).

The Art of the Possible is a multimedia kit containing a guidebook, facilitator's handbook, annotated bibliography, filmstrip and cassette, planning surveys, transparencies, and more designed to show school districts and municipal governments how to cooperate to save money and cope with fiscal cutbacks. Two years of study and an in-depth investigation into actual school-municipal strategies and practices are presented in the kit's easy-to-read contents. More than 70 dollar and time-saving cooperative activities are listed, many producing efficiencies worth thousands of dollars. To order, send $65.00 plus $4.00 for postage to: John Radig, c/o Educational Improvement Center-South, 207 Delsea Drive (Rt. 47), RD4, Box 209, Sewell, New Jersey 08080; (609) 228-6000.

Cooperative Extension Guide to Community Education Development; Cooperative Extension Program for Community Education, 2082 Derring Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061; Cost: Unknown.

Strength Through Cooperation; Cooperative Extension Program for Community Education, 2082 Derring Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061; Cost: Unknown.

Community Education Interagency Team Training Manual (Volume I); MacRunnels, et al, Chicago State University. Address and Cost: Unknown.

Publications from Institute for Responsive Education

To order any of the following publications, write to: Institute for Responsive Education, Box C, 605 Commonwealth Avenue, Boston, Massachesetts 02215.

Citizen Action in Education Journal	Contribution	$ 5.00
Action for Education Equity: A Guide for Parents and Members of Community Groups, James Crowfoot, Bunyan Bryant & Mark Chesler.		9.00
For Every School a Community; Expanding Environments for Learning, Robert Sinclair, ed.		6.00
The Home-School Connection; Selected Partnership Programs in Large Cities, Carter Collins, Oliver Moles, and Mary Cross		8.00
Review of the Literature and an Annotated Bibliography on Managing Decline in School Systems, Ross Zerchykov with Owen Heleen.		14.50
A Two-Way Street: Home-School Cooperation in Curriculum Decision-making, Robert Sinclair, ed.		6.00
Working Papers: Community Councils, Richard Morris and Ross Zerchykov.		2.50
Rising Above Decline, Betsy Wachtel and Brian Powers.		4.50
Education for All People: A Grassroots Primer, Ron Walker and IRE Staff.		6.00
Citizen Participation in Education: Annotated Bibliography, second edition, Don Davies and Ross Zerchykov.		15.00
Facts for A Change: Citizen Action Research for Better Schools, Bill Burges.		5.00
IRE Report No. 1, Implementation of Title I Parent Advisory Councils in the Rural South, M. Hayes Mizell.		2.50
IRE Report No. 2, Problems in Implementing Statutory Requirements for Title I ESEA Parent Advisory Councils, Linda Brown.		2.50
IRE Report No. 3, Community Perspectives on the Role of the School in the Community, Miriam Clasby.		2.75
IRE Report No. 4, The Logic of Citizen Participation in Public School Labor Relations, Charles Kerchner, et al.		2.75
IRE Report No. 5, When Parents and Schools Come Together: Differential Outcomes of Parent Involvement in Urban Schools, Sharon Kagan & Carol Schraft.		2.50

Publications from Pendell Publishing Company

Appraisal Guide to School Facilities, Rev	$11.50
Community Control in Education	13.50
Community Education: Developing Concept	16.75
Community Education Handbook	11.50
Community Education: From Program to Process to Practice	17.50
Community Education Perspectives	10.50
Community is the Classroom	4.25
Community School Principal	13.00
Community Schools & Interagency Programs	13.50
Critical Incidents	14.25
Education II: Revisited	14.25
Focus	5.50
Handbook for the Community School Director	7.00
Handbook for the Observation of Teach/Learn	13.50
Handbook for Teacher Aides	9.00
Leadership for Community Empowerment	15.50
Life Centering Education	13.00
Paraprofessionals	8.00
Partnership in Urban Education	7.00
Planning & Assessment in Community Education	14.00
Power of Community Education	12.00
Public Relations: Team Effort	2.00
Public Relations for School Personnel	12.50
Role of the School in Community Education	8.50
Self Knowledge & Social Action	8.50
Training the Community Educator	12.00
Workers & Their Tools	17.50

For further information write to: Pendell Publishing Company, P.O. Box 1666, Midland, MI 48640.

St. Thomas Center for Community Education Guidebooks

Target Topics is a series of guidebooks developed by the Community Education Center at the College of St. Thomas, St. Paul, Minnesota. Each guidebook highlights skills and issues that relate to a specific subject area in community education. The series was developed to provide materials for community educators who do not have ready access to inservice opportunities, and to provide a summary review to those practitioners who have had formal community education training.

Six of the projected 12 to 14 guidebooks are now available:

*Knowing Your Community: A Guidebook for Community Assessment	$ 2.50
*Charting Your Course: A Guidebook for Community Education Planning	2.50
*Reopening the Doors: A Guidebook for Planning the Future of Closed Schools	2.50
*Connecting: A Guidebook for Advisory Council Effectiveness	2.50
*Dealing With Dollars: A Guidebook for Community Education Financing	3.50
*Carrying the Message: A Guidebook for Community Education Public Relations	3.50

The Guidebooks are priced at their printing cost. Order from: The Community Education Center, College of St. Thomas, St. Paul, MN 55105.

Communications and Human Relations Skills

Community Education Interaction Exercises; Mid-Atlantic Center for Community Education, School of Education, Ruffner Hall, University of Virginia, Charlottesville, Virginia 22903. $2.95.

Structured Experiences for Human Relations Training; Pfeiffer and Jones, University Associates, P.O. Box 80637, San Diego, CA 92138. Cost: Unknown.

Focus: Seven Steps to Community Involvement in Educational Problem Solving; Winecoff and Powell, Pendell Publishing Co., P.O. Box 1666 C, 1700 James Savage Rd., Midland, Michigan 48640.

Publications from Mid-Atlantic Center for Community Education

New Roles for Public Schools	free
Process Perspectives...	$ 4.95
Admin. & Policy Makers Views...	$ 3.00
Public Schools: Use Them, Don't Waste Them	free
What Others Say About Community Schools	free
Citizen Participation...What Others Say	$ 1.00
Developing, Managing & Operating Community Service Centers	$ 5.95
Utilizing Community Resources in the Classroom	$ 2.00
Community Planning Through Innovative Strategies	$ 2.00
Multicultural/Community Education	$ 2.00
Management Resource Manual	$25.00
Role Guide Series Individual numbers 1-11	$ 1.00
Community Educators Guide to Adult Learning	$ 1.00
Community Education Interaction Exercises	$ 2.95
Community Education Data Profile	$ 2.00
Open Bureaucracy or Process	$ 1.00
An Inquiry Into Relationships Between Human Service Agencies	$ 3.00
Managing Underutilized School Facilities	$ 2.75
Evaluation of a Human Service Program	$ 1.00
Ethnographic & Qualative Methods	$ 4.75
Facility Use Patterns	$ 3.75
Interagency Relationships	$ 4.75
Citizen Participation Issues	$ 5.75
Interface Lifelong Learning	$ 3.75
Assessment of Research Needs	free
The Community Education Coordinator	$ 3.75
Towards a Data Base	$ 3.00

Order From: Mid-Atlantic Center for Community Education
School of Education, University of Virginia
Ruffner Hall, 405 Emmet Street
Charlottesville, VA 22903

Federally Funded Research Publications

*Community Education Proven Practices - Federally funded Community Education project summaries from local, state, and college level.

Local Community Education Projects:

--Addressing the Needs of Adolescents
--Addressing the Needs of Minorities
--Administrative Process for Urban Communities
--Alternatives to Suspensions, Expulsions and Dropouts
--A Process for the Urban Community
--Building Communications Networks
--Developing a Collaborative Network
--For Parents and Kids Sake (Prevention of Child Abuse and Neglect Program)
--Functions of a County-wide Council
--Involving the Non-English Speaking Community
--Leadership Role for Teens
--Local Communications System
--Local Government Participation
--Older Adults in the Schools
--Parents as Partners in Education
--Pooling Resources (Agencies Working Together)
--Programmatic and Fiscal Impact
--Proving Partnerships Pay (Cost Effectiveness)
--Public and Private Schools Working Together
--Public Relations Strategies for Rural Communities
--Rural/Hispanic Community
--Services to Displaced Homemakers
--Structure for Cooperative Efforts
--Team Leadership Development
--Two District Approach
--UnderRepresented Groups in Rural Setting
--Use of Excess School Space
--Building Local Support
--Incorporating K-12 and Community Education
--Low Income Citizen Involvement

SEA Community Education Projects:

--Arizona State Department of Education - Administrative Perspectives (Community Education and Basic Skills)
--Arizona State Department of Education - Reaching the Hard-to-Reach Parent
--Arizona State Department of Education - How Parents Can Help Children Learn Basic Skills
--Arkansas Department of Education - Networking Strategies
--Florida Department of Education - The Florida Perspective
--Indiana Department of Public Instruction - State-level Interagency Networking
--Montana - Community Education and Social Services
--New Hampshire - Improving Parent/Teacher Communication
--New Jersey Department of Education - Municipal Involvement in Community Education
--Ohio Department of Education - A Regional Approach to Technical Assistance
--Oregon State Department of Education - Resourcing Approaches at the Local Level
--Utah State Office of Education - K-12 Integration
--Utah State Office of Education - Enriching the Curriculum Through Collaborative Relationships
--Wisconsin Department of Public Instruction - State Level Collaborative Planning

Public Agency/Private Non-Profit Organization Community Education Projects:

--Cooperative Community Education Program
--Shared Use of Public Space (A Monograph)
--Community Education and Housing Needs
--Community Education and Health Services
--Community Education and Multiculturalism
--Interagency Coordination
--Developing County-Based Agency and School Partnerships
--Introducing Migrant Workers to the Community
--SOS Learning Networks
--Rebirth of an Urban Community
--Prototype Models
--Critical Consciousness in the Public School System
--School Health Fairs
--Community Artists are Valuable Resources
--Community Education Resources
--Assessing and Utilizing Community Resources
--Co-ops and Community Change--the Potential Role of Public Schools
--Organizing a Community Based Education Project
--Reaching the Undersaved through Community Based Education
--Librarians as Community Educators

*These research publications can be obtained by writing to:

Community Education Program, Ron Castaldi, Director, U.S. Dept of Education, Regional Office Building, Room 5622, 7th and D. Streets S.W., Washington, D.C. 20202.

Competencies for Effective Community Education

Community Educator Competencies are presented in three charts which may be used for pre-service and in-service training for volunteers and para-professionals, and in both under-graduate and graduate degree programs. They are also especially helpful in Community Education workshops and conferences where they can be used by practitioners, councils, agencies, and organizations to understand the roles and responsibilities of Community Education leaders.

These competency charts can help all users to determine strategies and procedures for the development of Community Education at any level. The charts can be adapted and modified as appropriate for specific situations.

The three charts are:

1. Community Educator Competencies for the Community Education Director (18 X 24, 3 colors) $2.50.
2. Community Educator Competencies for the Community Education Coordinator (24 X 36, 3 colors) $3.25
3. Community Educator Competencies for the School District Superintendent and the Community School Principal (24 X 36, 3 colors) $3.25

To order, write: Rocky Mountain Community Education Center
Brigham Young University
302 McKay Building
Provo, Utah 84602

National Community Education Resources

National Association

Paul Tremper, Executive Director, National Community Education Association, 1201 16th Street, N.W., Suite 305, Washington, D.C. 20036. (202) 466-3530. Mary Boo, Director of Communications.

Clearinghouse

National Community Education Clearinghouse, 1201 16th Street, N.W., Suite 305, Washington, D.C. 20036. (800) 424-8874 or (202) 466-3530.

Federal Program

Ron Castaldi, Community Education Program, Department of Education, Regional office Building, #3, Room 5622, 7th and D Street, S.W., Washington, D.C. 20202. (202) 245-0691.

Training and Workshops

Duane Brown, Director, National Center for Community Education, 1017 Avon St. Flint, Michigan 48503. (313)238-0463. William Kromer, Associate Director.

David A. Santellanes, Director, Mobile Training Institute, University of Oregon, 1724 Moss Street, Eugene, Oregon 97403. (503) 686-3996 or 686-3998.

Rural Community Education

Rural and Small Town Community Education Manual -- University for Man. How to start a free university style community education program in a small town. Contains sections on getting started, advisory boards, operations, and long term planning. $10. Write to: The Free University Network, 1221 Thurston, Manhattan, Kansas 66502.

Other Sources (local)

- Chamber of Commerce
- Council of Governments
- Libraries
- City and County Parks and Recreation
- Police and Fire
- Human Resources Department
- United Way
- Community College
- Senior Citizens Organization
- PTA
- Health Center
- Community Services Center
- Legal Assistance Society
- Churches
- Agricultural Extension Service
- Better Business Bureau
- Adult Education Coop.
- Community Education Clusters

Community Education Films Available From
Center for Community Education, TAMU

1. SUGGESTED STRATEGIES FOR ESTABLISHING A COMMUNITY EDUCATION PROGRAM.

   Motion Picture: "A Rebirth of Community" 28.5 min., sound-color, 16mm.
   Filmstrip & Sound Tape Cassette: "Suggested Strategies for Establishing A Community Education Program" 11 min. color
   Discussion Guide: For motion picture and Filmstrip
   Workbook: For planning strategies

2. THE COMMUNITY SCHOOL COORDINATOR
   Motion Picture: "The Community School Coordinator" 25 min., sound-color, 16mm.
   Filmstrip & Sound Tape Cassette: "The Community School Coordinator" 9 min., color
   Discussion Guide: For motion picture and filmstrip
   Workbook: Dealing with coordinators' activities

3. THE COMMUNITY COUNCIL

   Motion Picture: The Community Council-A Reaffirmation of the Democratic Ideal" 22 min., sound-color, 16mm.
   Filmstrip & Sound Tape Cassette: The Community Council" 10 min., color
   Discussion Guide: For motion picture and filmstrip
   Workbook: For development of council activities

4. COOPERATIVE AGENCY RELATIONSHIPS

   Motion Picture: "2 + 2 = 6", 20 min., sound-color, 16mm.
   Filmstrip & Sound Tape Cassette: "Cooperative Agency Relationships" 9.5 min., color
   Discussion Guide: For motion picture and filmstrip
   Workbook: For developing cooperative agency relationships

5. A SENSE OF COMMUNITY: AN OVERVIEW OF COMMUNITY EDUCATION (also available in Spanish on video cassette)

   Motion Picture: 16mm., sound-color, 28 min., dramatically demonstrating the impact of community education on the life of the individual and of the entire community - describing community education programs and processes.
   Discussion Guide: For the film

6. TO TOUCH A CHILD (also available in Spanish on video cassette)

   Motion Picture: 16mm., sound-color, 20 min., dramatically demonstrating the impact of community education.
   Also available from several Regional Education Service Centers

7. I'M BEGINNING TO GROW WHEN YOU PUT ME TO WORK

   Filmstirps & Sound Tape Cassettes: "I'm Beginning to Grow" and "When You Put Me to Work". These filmstrips discuss integrating the community education concept into the K-12 program.

8. Community Education Promotional Tapes - Six 30-second radio and TV public Service announcements, professionally produced and ready to air on your local radio and TV stations.